



Professional Practice Handbook Level 5

**This forms the Module Handbook for
Intermediate Professional Practice
in Contextual Ministry (CYMI50843)**

**for the BA (Hons) in Contextual Ministry
and Practical Theology**

Validated by Staffordshire University

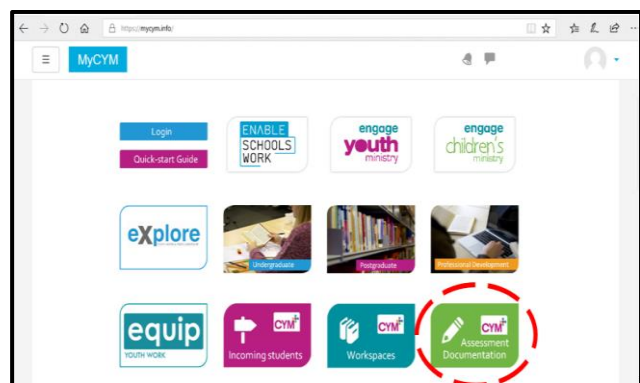
2020-21



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To access placement documentation and handbooks for this module, please visit www.mycym.info and click on **“Assessment Documentation”** (see right). On the next page, click on **“Undergraduate Placement Documentation & Handbooks”** followed by **“Year 2 Young People and Communities.”**



Introduction

Introduction to CYM

The Institute for Children, Youth and Mission (CYM) is a specialist institution which provides training and resources for those training in a range of ministry specialisms. Our mission is to stimulate and support Christians working to transform the lives of children, young people, families and communities through developing and delivering practical theological education, professional and ministerial formation and action-orientated research.

For over a decade CYM has been at the forefront of professionally endorsed training in Christian Youth Work, and a range of ministries in other contexts. Today CYM remains one of the largest single providers of JNC accredited Youth & Community training in the UK - with training centres serving England, Wales and Northern Ireland. More information can be found at www.cym.ac.uk

Midlands CYM

Midlands CYM, in partnership with Youth for Christ is based in Nottingham and has over 20 years of experience in delivering combines academic excellence with the passion and missional experience of YFC to create a dynamic, welcoming and challenging environment for students.

BA (Hons) Professional Practice, Contextual Ministry and Practical Theology

Validated by Staffordshire University, the degree in Professional Practice, Contextual Ministry and Practical Theology combines the sociological and psychological frameworks for working with children, young people and families in community with practical skills and theological reflection. Successful graduates will be skilled and equipped to work in Christian ministry as well as a wide range of community-based settings across the UK and Ireland.

Modules will cover working with individuals, working with groups, Biblical theology, human development, management, good practice, ethics and values, faith and justice, ministry, leadership, and much more. There is also an opportunity to explore a particular passion through the writing of a dissertation.

In practical terms, students will:

- Travel to MCYM for classroom based lectures, Formation Groups and Development training Tuesday and Wednesday every fortnight (see diary for details – subject to change due to Covid-19 restrictions).
- Work in a professional practice agency 14 hours a week.
- Meet regularly with an independent Practice Tutor (experienced context based worker) who offers one-to-one support in developing your practice
- Complete two alternative placements during the course.

Contact Details & Staff

Contact Details: Midlands CYM
St John's School of Mission
Chilwell Lane
Bramcote
Nottingham
NG9 3DS

0115 9683222

The first point of contact is the Centre Administrator: office.admin@cym.ac.uk

(Note, address and phone number are likely to change during this academic year.)

Staff Profiles

**Robin Smith, Principal Lecturer
and Director of Academic Studies**

robin.smith@cym.ac.uk

Robin is responsible for overseeing Professional and Ministerial Practice within MCYM. He is also the first point of contact for Year 2 students.

Senior Lecturer

to be confirmed

Nigel Roberts, Tutor

nigel.roberts@yfc.org.uk

Nigel specializes in work in schools, education and chaplaincy and oversees the work of students specializing in these areas. He is the first point of contact for Year 3 students.

MCYM Network

Beyond the core staff team, the management and weekly delivery of MCYM courses draws on the wider team of tutors and specialist practitioners, who deliver sessions and serve as formation group and practice tutors.

Term Dates

Autumn Reading Week:	Monday 19 th October - Friday 30 th October 2020
Christmas Holidays:	Monday 21 st December 2020 – Friday 1 st January 2021 (inclusive)
Spring Reading Week:	Monday 15 th - Friday 19 th February 2021
Easter Holidays:	Monday 29 th March - Friday 9 th April 2021 (inclusive)
Bank Holidays	Monday 3 rd May 2021
Summer Reading Week:	Monday 31 st May – Friday 4 th June 2021 (inclusive)

Placement year

In 2020-21, the placement will begin on Tuesday 1st September 2020 and end on Sunday 27th June 2021.

Module Structure in Year 2

The teaching pattern for students starting in September 2020 is **Tuesdays and Wednesdays** each fortnight and is outlined in more detail in the **CYM diary** (along with assignment deadlines). Professional Practice modules run concurrently with taught modules and the learning from taught modules should be used by students in the work for their portfolio.

Term 1	<p>CYMI50671 – Working with and Valuing Diversity This module explores issues of working within a diverse, pluralistic society from a sociological understanding of social structure, power, equality and difference. It also enables students to consider the place and position of the Christian story and identity within this milieu.</p>
	<p>CYMI50208 – Community Work and Cultural Studies The module examines the policy and practice of community work including the history of community work and current models of community engagement. This is done within an understanding of the different cultural, sociological and theological perspectives.</p>
Term 2	<p>CYMI50730 – Management This module will consider the principles underpinning personnel and project management in a range of contexts. It will consider theological perspectives on management of self, others and work.</p>
	<p>CYMI50708 – Practical Theology This module will explore the development of key theological concepts as they affect work with young people, and the following core concepts: Creation, Christology, Soteriology, Pneumatology, Eschatology and Trinity. These will be explored through both historical theology and contemporary contextual theology, in the context of professional practice.</p>
Term 3	<p>CYMI50200– Mission and Church The module will provide an introduction to various historical manifestations of faith communities, and the biblical and missiological principles that underpin those manifestations. This will enable contextual critique of effective contextual ministry practice.</p>
	<p>CYMI50709 – Ethics and Values Students will consider the values embedded in different approaches to contextual ministry. It will explore the variety of ethical and value based justifications given in their practice, and professional ethics and codes of conduct.</p>
ALL YEAR	<p>Professional Practice Long thin module throughout the year outlined in the remainder of this handbook.</p>

Overview of Practice Modules

The aim of the practice modules is to develop the skills, knowledge and attitudes that will enable a student to become a qualified contextual ministry practitioner. Practice modules are assessed throughout the course and focus on developing six areas of competence:

Competence 1: Values, Principles and Practice (foundation level)

Competence 2: Building Purposeful Relationships (foundation level)

Competence 3: Learning and Informal Education (foundation level)

Competence 4: Communities and Contexts (intermediate level)

Competence 5: Leadership and Management (intermediate level)

Competence 6: Professional and Ministerial Formation (intermediate level)

The Institute for Children, Youth and Mission (CYM) understands the motive of those working with children, families, young people and communities to be defined by a sense of fulfilling their God-given vocation. All kinds of approaches and methods may be used within the work, but these are situated in an understanding of God's love and purpose.

Our values are based on CYM's biblical foundation and on professional principles. We are committed to love, relationship, equality of opportunity, choice, respect, freedom, responsibility, wholeness and justice. Courses are designed to encourage the development of the whole person, their attitudes and dispositions, as well as professional, ministerial and academic competence. The aim of professional and ministerial formation is to develop the skills, knowledge and attitudes that will enable students to gain recognition for their vocational context and specialism.

Students will engage in reflective practice and will be encouraged to integrate material from taught modules, their own reading and theological reflection, feedback from supervisors and peers and their own spiritual life into the process of writing for the practice portfolio.

By the end of the intermediate level (Year 2) module students will be expected to demonstrate knowledge and understanding of the competences and to apply them in a range of contexts. This will include non-routine tasks and some individual responsibility and autonomy. They will demonstrate initiative in developing projects, managing and supervising volunteers, administration and financial management. They will demonstrate a commitment to professional and ministerial principles and values.

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	Term 2	Term 3
Working With and Valuing Diversity Community Work & Cultural Studies	Management Practical Theology	Ethics & Values Mission & Church Theology
Competence 4	Competence 5	Competence 6

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

Timeline for Year 2

Autumn Term	Start of placement year	Tuesday 1 st September 2020
	Student Community Week residential	14 th – 16 th September 2019
	First three-way meeting with LM, PT & Student	Early in Term 1
	Two practice Tutorials focusing on Competence 4	
	Formation Groups & Development Days	
	First observation of student's practice focusing on Competence 4	
	Students complete work for Competence 4	
	Students may begin their second Alternative Agency at the end of this term, after submitting the Alternative Agency Proposal Form to the PT and their Year Tutor	
	Christmas submission: Competence 4 submitted to PT	Wednesday 16 th December 2020
Spring Term	Christmas parity for PTs	tbc
	Second three-way meeting with LM, PT & Student	
	Two practice tutorials focusing on Competence 5	
	Formation Groups & Development Days	
	Student complete work for Competence 5	
	Second observation of student's practice focusing on Competence 5	
	Spring submission: Competence 5 submitted to PT	Friday 26 th March 2021
Summer Term	Two practice tutorials focusing on Competence 6	
	Formation Groups & Development Days	
	First three-way meeting in alternative placement	
	Student completes work for Competence 6	
	Third observation of student's practice focusing on Competence 6	
	End of year submission of Portfolio to PT (all 3 comps)	Friday 21 st May 2021
	End of year parity meeting for PTs	Tbc
	End of Placement Year	Sunday 27 th June 2020
	National parity meeting and Exam Board	
	Results available to tutors and students	

Practice Co-Ordinator

Robin Smith oversees professional practice and is responsible for:

- Approving professional practice agencies and tutors and providing information and induction for Line Managers and tutors.
- Supporting students, agencies and tutors to meet the course requirements.
- Convening parity meetings and overseeing assessment.
- Dealing with any issues that arise concerning the student's practice programme.

Practice Tutor

Students will continue to meet with their Practice Tutor for one-hour tutorials seven times in the year, normally twice in each term. Students are expected to travel to the PT for meetings unless otherwise agreed with the tutor.

Following the initial meeting in the year, the student should send one or more pieces of work to the PT at least 48 hours in advance of each tutorial, or as agreed with the tutor. Through written work submitted in advance, tutorials and through reference to the competences, the tutor seeks to support and develop the student's learning and practice, and helps ensure that they are able to demonstrate their competence. They should also monitor the agency practice and the student's hours to ensure that they are not overworking. The tutor marks the student's portfolio at Christmas, Spring and end of year submissions.

PTs are responsible for:

- Attending the training and induction session
- Meeting the student regularly each term for tutorials to support their learning and development as a Christian worker.
- Marking work submitted before tutorials.
- Chairing three three-way meetings (2 in main placement, 1 in alternative placement).
- Completing one observation of the student's practice with young people. These will normally be done at the same time as one of the three-way meetings.
- Completing the tutorial feedback form.
- Undertaking academic and practice-based assessment of the student, through completing the Christmas, Spring and end-of-year assessment
- Attending parity meetings following Christmas and end of year assessments.
- Communicating to MCYM any concerns or issues regarding the student's work or the course, as they arise

Three Way Meetings

There are three three-way meetings during the year:

- One between the student, the main agency Line Manager and the PT in the autumn term
- One between the student, the main agency Line Manager and the PT in the spring term
- One will also take place in the alternative placement between the Alternative Agency Line Manager, Practice Tutor and Student.

Three-way meetings are an opportunity to monitor progress and explore issues relating to the student's work in the agency, their professional development and professional practice assessment. The three-way meeting will usually be arranged by the student and is facilitated by the PT. Suggested guidelines for these meetings can be found on MyCYM.

Potential problems in professional practice should be discussed as they arise within supervision or tutorials, rather than waiting for three-way meetings.

Formation Groups & Development Training

All students will continue to be part of a Formation Group (FG), which will meet at MCYM termly. FGs run alongside teaching modules to look at theory and learning relevant to the practice competences. Their purpose is to provide:

- opportunity to focus on the competences and prepare for the directed tasks
- peer support and supervision
- experiential learning about groups and the way groups learn
- a safe space to discuss theory, practice and theology
- opportunity to develop understanding of Christian professional practice

Tutors will negotiate the agenda of the group and provide appropriate resources to facilitate the group within CYM's guidelines. Students are expected to gradually take on more responsibility for the running of the group as the course progresses and may undertake tasks such as:

- doing a prepared presentation
- leading prayer, reflection or worship
- presenting a journal or directed task
- facilitating an activity/discussion or taking responsibility for co-ordinating the session

The role of the FG Tutor is to facilitate the students' learning from the experience of working together, reflecting on the tasks undertaken and on the process of becoming a group. FG Tutors also complete an assessment of the student's professionalism for the Christmas and end of year practice submissions.

Below are the areas covered in Professional Development training:

- Portfolio requirements: Journals, Observations and Evidence
- Referencing & Portfolio Requirements for Christmas submission
- Developing Funding applications
- Basic First Aid

- Inclusive & Anti-discriminatory practice
- Intercultural Awareness-Global Work
- Theological reflection and Spiritual Disciplines

Students also attend a half day retreat at the end of the year.

The Main Practice Agency

Where a student has changed placement, a new Placement Application Form must be submitted and a placement visit will be done by a member of MCYM staff. Safe to Practice Form must be submitted and the agency approved by MCYM before the student starts Year 2.

The main practice agency will normally be a community work project, Christian organisation or church. 'Christian' means the agency either subscribes to the Apostles' Creed or has the promotion of the Christian religion as one of its charitable aims. Students can be based in a non-faith community project. In this case, both alternative agencies should be in a Christian context.

Practice Agencies are required to:

- Provide opportunity for students to develop their practice and experience in all the competences.
- Hold Employer's Liability and Public Liability insurance.
- Adhere to appropriate policies and procedures, including CYM's Equal Opportunities Policy, Disciplinary and Grievance Procedures as well as agency-specific Health and Safety and Safeguarding/Child Protection Policies that meet legal requirements.
- Pay MCYM the Professional Practice agency fee of £1500 per year.
- Meet the student's travel costs to MCYM for classes, professional practice tutorials and formation groups (approximately 20 journeys per year)
- Cover all work-related expenses
- Provide a support structure for the student's holistic development, including regular supervision with a Line Manager and an independent person to provide pastoral support.

A separate document can be downloaded from the Professional Practice page on MyCYM containing policies and procedures relating to the management of placements.

Practice Hours

Students are reminded that to meet the requirements for professional validation, practice is defined as informal education with young people whose participation is voluntary and the aim is personal and social development.

- Students must undertake 364 hours per year in the main agency
- At least 50% (182 hours) must be face-to-face work with young people
- Normally, at least 80% of the face-to-face hours should be with the 11-19 age range
- The remaining practice hours may include:
 - face-to-face work in formal (e.g. assemblies, lessons) or other settings or with other ages
 - preparation, evaluation and administration
 - supervision, management and team meetings

- research and networking
- required attendance at worship, Bible study, prayer meetings etc.
- Students may only include hours from up to one week and two weekends residential work per year. No more than 12 hours per day may be counted.

Timesheets

Students are required to keep a record of their hours on appropriate timesheets, which can be downloaded from MyCYM. **These should be signed on a weekly or fortnightly basis by the Line Manager.**

The Role of the Line Manager

Main Agency Line Managers serve as the key professional supervisor for the student within the agency. At intermediate level they are responsible for:

- Attending the training and induction session at MCYM or ensuring someone else does so on their behalf.
- Managing and supervising the student's work for the agency and ensuring that the work programme enables the student to fulfil the competences.
- Meeting regularly with the student, usually at least once a fortnight and signing the student's completed timesheets.
- Assessing the student's suitability to become a qualified professional worker through the completion of Christmas and end of year appraisal forms.
- Formally observing the student's work.
- Attending two three-way meetings.
- Releasing students to attend all course commitments.
- Communicating to MCYM any concerns or issues regarding the students work or the course, as they arise.

Pastoral and Spiritual Support

Practice agencies must ensure that students are continuing to meet regularly with an independent person for pastoral support. This arrangement should be reviewed at this stage of the course and any necessary changes made. We suggest the following guidelines:

- Unless otherwise agreed with MCYM, the person should be completely independent of the students' supervision structure and normal working teams. Often students benefit from meeting with someone outside the agency.
- They should have appropriate skills to offer pastoral support.
- The relationship should be confidential, subject to usual Safeguarding procedures.
- Regular meetings should be held to develop a relationship that supports the student throughout the course and encourages them to develop holistically.
- Pastoral support is not used just when there is a crisis or to influence the assessment process but should be seen as an essential aspect of the student's on-going development

Professional Behaviour and Good Practice

A key aspect of CYM courses is personal and professional development. Students are reminded that they are expected to behave professionally in their agencies and in all CYM contexts and are assessed professionally for practice modules as well as academically.

Students are responsible for:

- Attending the community week residential, all teaching days, practice tutorials, formation groups and Professional Development training.
- Liaising with their PT and setting up tutorials, observations and three-way meetings.
- Submitting work regularly and punctually, at least 48 hours before tutorials, unless otherwise agreed with their PT.
- Setting up their alternative agencies in consultation with their PT, Line Manager and MCYM staff.
- Alerting their Line Manager, PT and Centre Administrator of any sickness, issues or difficulties affecting their work.
- Acting in accordance with agency and CYM policies and procedures and behaving professionally in all agency and CYM contexts.
- Making good use of the supervision and support offered through the agency and CYM.

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 the 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 in regard to their attitude, reliability, honesty or integrity.

In serious cases students may be suspended from studies.

Attendance

Full attendance at all taught sessions, practice tutorials and formation groups is both a university and NYA requirement as well as an MCYM expectation in order 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 a student is unavoidably absent from any part of the course, they should inform MCYM. More than 20% of unauthorized absence may lead to a student being withdrawn from the module in question and they will not be permitted to submit their work for assessment. If students are withdrawn from a module they will normally then have to retake the module the following year with full attendance – an additional fee is due to the University to retake.

Abuse of Trust

By the nature of their work, students are in a relationship of trust with the children, young people and families with whom they work. A relationship of trust can broadly be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. This

might mean that they have influence over decisions affecting the other person and that the relationship could potentially be distorted by fear or favour. It is vital for all those in positions of trust to understand the power this gives them over those for whom they care and the responsibility they must exercise as a consequence.

An abuse of trust can arise when a contextual minister starts 'going out' with, 'seeing' or building a more intimate relationship with a young person, service user or client (whether sexual or non-sexual) by text, letter, phone, email or socialising with them. Such a relationship will be intrinsically unequal and is therefore unacceptable. It is also inappropriate since the 'professional' relationship of trust is altered. Such abuses of trust will be considered a breach of professional behaviour.

Conflict of Interest

Within CYM structures, conflicts of interest may arise from time to time. We seek to ensure that all such conflicts are identified, disclosed and managed in a rigorous and transparent way that promotes confidence in the integrity, impartiality and fairness of CYM processes.

A **conflict of interest** is a situation in which someone in a position of trust has competing professional or personal interests. Such competing interests could make it difficult for individuals to fulfil their role impartially, and potentially could negatively influence the performance of their duties and responsibilities. This may particularly be the case in an agency setting where a close personal relationship might affect issues around the supervision and/or assessment of a student.

We therefore require agencies to disclose any potential conflict of interest which may exist within the placement context in relation to the student's work with the agency, for example, if the Line Manager or other key person within the agency is closely related to the student.

Confidentiality

Portfolios are seen by PTs and CYM staff during regional and national parity meetings. This should be borne in mind when students are writing about individuals, groups, organisations or situations. Students should seek as far as possible, to protect the confidentiality of those with whom they work, for example, by using pseudonyms. Issues of confidentiality should also be borne in mind if students use emails, incident reports etc. as evidence of practice. Where photographs of young people are used, students must show evidence of having gained consent for these.

If a student or someone they are working with is at risk, appropriate people will need to be informed, following relevant safeguarding procedures. If a student fails an academic module for reasons which call into question their integrity or professionalism, their PT and Line Manager will be informed. If a student fails a Practice module, their Line Manager will be informed.

If Line Managers or PTs have any concerns about their student, they should contact MCYM as soon as possible.

Students are required to submit a signed ethics form at the front of their portfolio which confirms that they have behaved ethically in their practical and academic approach to the module.

Alternative Agencies

Students undertake practice with two alternative agencies during their time with CYM. The first Alternative Agency must be completed by the submission date at the end of Year 2. The second Alternative Agency must be completed by the submission date at the end of Year 3. Full information can be found in the Alternative Agency Information Booklet, but this can be summarised as follows.

Students are responsible for finding their own alternative agencies, which must be approved by MCYM. They need to undertake 60 hours in each agency, of which half must be face-to-face with service users. MCYM offers assistance and maintains a list of approved agencies. Alternative Agency Line Managers need to have the appropriate qualifications and/or experience to manage the student

The alternative agencies will normally meet the following requirements:

- It will be a secular agency in the statutory or third sector that provides a contrasting setting to the main agency. 'Contrasting' is defined as an opportunity that enables the student to:
 - Experience different organisational structures and arrangements
 - Follow a programme of work which is new and challenging
 - Have different supervision and line management
- It will support the student's professional development, including regular supervision with an appropriate Line Manager
- It will adhere to appropriate policies and procedures
- It will hold Employer's Liability and Public Liability Insurance
- It will meet any expenses incurred by the student as part of their work

The Line Manager should complete the Alternative Agency Line Manager Appraisal Form at the end of the practice. One observation for the Year 2 portfolio must take place in an alternative agency.

At least one alternative agency should be in a community-based setting.

A residential will not normally be considered appropriate.

Note: if the student's main agency is a secular context the alternative agencies need to be in explicitly Christian context and give the student opportunity to develop and demonstrate skills in Christian ministry.

Students should work with their PT to identify the learning outcomes they need from the alternative agency before choosing a suitable agency. MCYM tutors may also offer advice and guidance. Students are required to submit their first Alternative Agency Line Manager's Appraisal Form, Timesheets, an observation and their second Alternative Agency Proposal form as part of their Year 2 Intermediate Professional Practice Portfolio.

The Practice Portfolio

The Practice Portfolio is a professional and academic piece of work, which enables students to engage with their practice and learning. It is designed to support students in identifying and demonstrating their understanding and skills in relation to the specific elements required. It is the student's responsibility to highlight throughout the portfolio where they believe they have demonstrated each competence element. This should be done by putting the specific competence elements in a side column next to the appropriate point in the document.

Directed Tasks

Directed Tasks are professional pieces of work such as a piece of Community Research or report. These should be 1500 words in length and should always include relevant theory and theological reflection. Where these do not fit easily into the format of the task, students may include reflection on theory and theology as a separate short reflection. The intermediate level Directed Tasks are designed to be useful for the student's work within the main agency during the second year of their course.

Reflective Journals

For Competences 5 and 6, students submit one reflective journal, as outlined in the competence descriptor. These are pieces of reflective analysis, which enable students to demonstrate competence and critically draw together their reflections on practice, their learning about relevant theory and theological reflection. All journals should include relevant theory and theology at the appropriate level. They should demonstrate an understanding of good professional work and an ability to practise competently as a Christian worker. Reflective journals should be 1000 words.

Evidence of Practice

Evidence of the student's practice forms a critical part of the portfolio. The exact format and number of pieces of evidence submitted are outlined in this handbook. All evidence should indicate clearly which competence elements the student believes they have evidenced through it. Some pieces of evidence require an explanatory introduction, which should explain clearly what it is and the student's role in developing it, set it in the practice context and indicate the competence elements demonstrated. Students are encouraged to begin to collect evidence of practice from the beginning of the course.

Students are expected to approach evidence of practice in an analytical and professional way. The evidence should be of the student's practice not existing material from the agency. It should be of good quality and should be well-presented. Explanatory introductions should be succinct but clear.

Observations

The observations should be from three different contexts. One should be from the main agency Line Manager, one from the Practice Tutor and one should be done within one of the Alternative Agencies. It is the student's responsibility to negotiate with observers what they wish to be observed on, to ensure that observers are well-briefed and to provide the relevant forms, which can be downloaded from MyCYM.

Self-Assessments

Students should reflect on their practice by completing self-assessments for the six competences (Years 1 and 2) at Christmas and end of year submissions.

Presentation of Professional Practice Portfolios

There are guidelines as to how the portfolio should be presented on Dropbox on MyCYM. Portfolios demonstrate a student's professional skills and should therefore follow the folder structure provided using the submission checklist below or the individual submission checklists provided in each competence folder.

Presentation of Portfolios (Online Submission due to COVID 19 guidance)

Portfolios demonstrate a student's professional skills and should therefore be professionally presented, clearly divided into folders, clearly marked and in the following layout:

- Submission Sheets
- Main Agency Timesheets.
- Self-Assessments for Competence 1, 2 and 3 for Christmas and end of year submissions
- Each of the three competences in a separate folder. All the work for each competence should be submitted in the appropriate section (including assessments, observations and additional evidence). At end of year all the Christmas assessments should be included.
- Any work which has been marked by the PT and subsequently rewritten should be submitted in a separate section at the back of the folder.

Please also note the following guidelines:

- Students should save individual documents starting with the number of the document followed by the title listed in the submission checklist. For example: "1 Grid".
- A set of evidence (for example session plans and learning materials) should be contained in one word document/PDF.
- Written work should be single line spaced.
- Word counts should be noted at the bottom of the directed task, reflective journal and introductory sheets.
- Each reflective journal and directed task should be properly cited and have its own Bibliography.
- File formats should be Microsoft word or PDF.

Word count guidelines are given to indicate the amount of words needed for a particular piece of work. Students are not expected to go significantly beyond the stipulated number of words. The ability to write concisely is a professional skill and although students will not be directly penalised for not adhering to the word count, work of a higher grade will be expected to be clear, concise and to the point.

Submission

A full submission checklist for the Year 2 Portfolios can be found in the Assessment Documentation on MyCYM. There are three submissions in the academic year. The Christmas Assessment gives the student feedback on their progress and ascertains whether the student is on target to pass at the end of the year, the Spring submission requires students to submit Competence 5 as a whole to their tutor and the End of Year submission forms the final assessment for the intermediate module.

Assessment Decisions

In Year 2 the Christmas assessment is not a formal assessment, but gives a clear indication of the student's professional progress. The student will be advised as to whether they are on target or not on target to demonstrate competence at intermediate level by the end of the year.

At the end of year, the Practice Tutor has to make a professional and academic assessment of the student. This assessment is based on the wider knowledge that the Tutor has of the student, drawing on journals, Line Managers' and formation group reports, student self-assessment, observations, tutorials and other evidence. Students must pass all three competences academically and professionally to pass the module. Students will normally have an opportunity to resubmit and will be notified clearly of what they need to do to pass.

At Christmas and end of year, portfolios on Dropbox are assessed at Parity meetings. At the end of the year portfolios also go through a joint parity process to ensure parity across both Regional Centres.

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. 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

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Your submission for this competence should include:

A grid showing which pieces of work have demonstrated which competence element

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 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 as a result 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.

There is no reflective journal in Competence 4 due to the complexity of the Directed Task.

Evidence of Practice

1. An observation exploring relevant social issues with a group you work with (*e.g. self harm, Islamophobia*) normally undertaken by the Practice Tutor in the alternative placement
2. A session/lesson plan you developed for the above observation exploring relevant social issues with the people you work with, including a 250 word explanatory introduction.
3. Second Alternative Agency Proposal Form
4. A 500 word theological reflection on inclusion, participation and community using relevant biblical and theological references
5. Formation Group Tutor's Assessment at Christmas Submission
6. Student's Self-Assessment at Christmas submission on Competence 4, 5 & 6
7. Line Manager's Assessment at Christmas submission on Competence 4, 5 & 6

Competence 5: Leadership & Management

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. 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: prioritize resources, manage budgets, personnel and buildings and produce development plans*)

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Your submission for this competence should include:

A grid showing which pieces of work have demonstrated which competence element

Directed Task

Develop a plan for a new piece of work/project in your agency (*for example: residential, employing support worker, summer scheme*). (Guide length 1500 words). This should include:

- Brief context, including values and mission of agency and how the proposed piece of work fits within these, including theological rationale
- Needs analysis including review of current provision, consultation with relevant stakeholders and rationale for proposed piece of work
- Aims, objectives and intended outcomes of the project
- Outline of proposed piece of work
- Management, ownership and resource implications (including budget)
- Monitoring and evaluation processes and performance and/or output indicators

Reflective Journal

Reflective Journal based on the competence using the template found on MyCYM - title or focus to be discussed with your Practice Tutor. (Guide length 1000 words). Examples of titles might be:

- Reflect on your experience and skills in management, engaging with leadership and management theory and appropriate theological principles.
- Reflect upon the different leadership styles in your practice.

Evidence of Practice

1. An observation demonstrating management skills (*for example: leading meeting with volunteers, giving a presentation at a board/management structure, facilitating training session with volunteers*)
2. Materials for new volunteers in your agency (*for example: session plan for training volunteers, Volunteer handbook, Volunteer appraisal form, poster advertising volunteer role, cartoon outlining volunteer complaints or disciplinary procedure*). If these already exist you should review them, making suggestions for their development), with a 250 word explanatory introduction.
3. A flow chart or timeline of the main or alternative agency's current volunteer management structures and systems (including recruitment, supervision and development of volunteers). The flow chart or timeline should be mapped to legal and policy frameworks and include a 250 word evaluation identifying areas for development.
4. Three examples demonstrating professional presentation and administration skills, with a 250 word explanatory introduction (*for example: video promo, promotional leaflet or poster, set of minutes, webpage, report to Management committee/Church Council, PowerPoint presentation*).

Competence 6: Professional & Ministerial Formation

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 a range of theological perspectives on contextual 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 centres, work inspired by faith of contextual minister, faith in the public square*)
- c. Understand and apply key values to practice issues (*e.g. power and oppression, participation, boundaries*) in a 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*)
- g. Demonstrate a growing awareness of your vocation to work and ministry
- h. Demonstrate a commitment to professional behaviour and continuing professional and ministerial development

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Students should utilise FG and the worshipping community in MCYM to explore and demonstrate the areas above where there is not sufficient opportunity in their main or alternative practice agency.

Your submission for this competence should include:

A grid showing which pieces of work have demonstrated which competence element

Directed Task

Describe and critically reflect on how you have enabled an individual or group to develop spiritually or engage in theological reflection and the outcomes of this process. (Guide length 1500 words)

Include:

- A description of the individual or group
- Your objectives in undertaking the task
- Methodology selected and reasons for selection
- An analysis of the process drawing in any other relevant theory
- The outcomes of the process
- A reflection on your role

Reflective Journal

Reflective Journal based on the competence using the template found on MyCYM - title or focus to be discussed with your Practice Tutor. (Guide length 1000 words) An example of a title might be:

- Identify a situation in which you experienced a potential tension between professional principles and ministry traditions or values. Engage with your response to this, making reference to appropriate theory and theology.

Evidence of Practice

1. An observation of one of the ministry tasks in 6d or e.
2. Try a spiritual discipline or approach you haven't engaged with before (*e.g. fast, pilgrimage, art journal, labyrinth*) and write a 500 word reflection on your learning from this.
3. An action plan for your future professional and ministerial development, with a 250 word explanatory introduction.
4. 500 word reflection on your calling and vocation.
5. Formation Group Tutor's Assessment at end of year submission
6. Student's Self-Assessment at end of year submission on Competence 4, 5 & 6
7. Line Manager's Assessment at end of year submission on Competence 4, 5 & 6
8. First Alternative Agency Timesheets
9. First Alternative Agency Line Manager's Appraisal

Module Descriptor: Intermediate Professional Practice in Contextual Ministry

Code	CYMI50843
Title	Intermediate Professional Practice in Contextual Ministry
Module Co-Ordinator	Lucie Hutson
Section	School of Creative Arts and Engineering
Level	5
Pattern of Delivery	
Credits	30
Contact Hours	30
Independent Study Hours	270
Total Learning Hours	300
Site	Institute for Children, Youth and Mission
Registration Conditions	None
Module Details	
Module Additional Assessment Details	
Practice Portfolio consisting of reflective journal entries, directed tasks, additional evidence, observations and self, peer and tutor evaluations.	
Module Resources	
<p>Interactive whiteboard and data projectors</p> <p>On-site library and internet access to Staffordshire University Library</p> <p>Access to internet connected PCs</p> <p>Appropriately equipped and accessible lecture rooms</p> <p>Practice based: appropriately equipped office/study space, admin support, meeting rooms, art/craft resources, volunteer helpers and part time workers.</p>	
Module Texts	
<p>Batsleer, J. & Davies, B. (2010). What is Youth Work? Learning Matters.</p> <p>Beck, D. & Purcell, R. (2010). Popular Education Practice for Youth and Community Development Work, Learning Matters.</p> <p>Bevans, S.B. (2002) <i>Models of Contextual Theology</i>. Maryknoll: Orbis.</p>	

Buchroth, I. & Parkin, C. (2010). *Using Theory in Youth and Community Work Practice*, Sage (LM Series) Paperback.

Dean, K.C., Clark, C. & Rahn, D. (2013). *Starting Right: Thinking Theologically about Youth Ministry*, Zondervan.

De St Croix, T. (2016). *Grassroots Youth Work: Policy, Passion and Resistance in Practice*.

Doherty, T. & Horne, T. (2013). *Managing Public Services: Implementing Changes: A Thoughtful Approach to the Practice of Management*. London: Routledge.

Popple, K. (2015). *Analysing Community Work: Theory And Practice*. OUP Paperback.

Lefevre, M. (2018). *Communicating and Engaging with Children and Young People*, Policy Press.

McGrath, AE. (2016). *Christian Theology: An Introduction*, Blackwell.

Montgomery, H. & Kellett, M. (eds). (2018). *Children and Young People's Worlds: Developing Frameworks for Integrated Practice*. Bristol: Policy Press.

Nash, S. & Whitehead, J. 2014. *Christian Youth Work in Theory and Practice*, London.

Nash, S. (ed.) (2011). *Youth Ministry: A Multi-faceted Approach*, SPCK.

Nash, S, Pimlott, J & Nash, P. (2011). *Skills for Collaborative Ministry*, SPCK.

Thompson, N. (2015). *People Skills*, McMillan Press.

Van Den Berg, G. & Pietersma, P. (2014). *Key Management Models : 75+ Models every manager needs to know*. Harlow: Prentice Hall

Module Learning Strategies

This module incorporates several inter-related learning strategies. The professional formation groups will provide workshops and seminars involving a combination of group activities, student led work, simulations, skills practice, discussion etc. The independent study provides opportunity for reading, library based and online research. The remote learning in the professional practice work place will help develop professional skills.

Module Indicative Content

This module will enable you to develop and demonstrate the competences of a professional community worker. It will include significant practice hours and the development and demonstration of theological engagement in practice. Your work is monitored and assessed by a Practice Tutor.

Learning Outcomes

1. Understand the competences as key ministry standards and know and demonstrate how personal and theological values are formed and translated into practice.
2. Understand and demonstrate a commitment to safe practice.
3. Work within the core principles, values and practice of Christian ministry and relevant professional standards, demonstrating a commitment to equal opportunities and maintaining appropriate boundaries of role, relationship and intervention.

4. Operate as a reflective practitioner, demonstrating judgment, problem-solving and critical analysis skills.

5. Research, design, implement and evaluate an appropriate programme of informal education within the agency, demonstrating skills in needs' assessment, planning and facilitation.

6. Demonstrate the ability to work on own initiative and co-operatively with others

Glossary of Terms

This glossary is designed to help you become familiar with the terminology used within CYM professional and ministerial practice modules.

Alternative Practice Agency	Students undertake work with two different agencies during their time on the course that are contrasting to work in the main agency.
Assessment Documents	Line Managers, Practice Tutors and students all complete assessments on the student's progress at Christmas and end of year.
Christmas Assessment	The Practice submission in December.
Competences	The skills, knowledge and understanding needed for professional work are divided into six areas of competence.
Competence Elements	Specific skills are highlighted through the use of competence elements (a,b,c, etc) which students are required to demonstrate.
Directed Tasks	Specific professional tasks which students write as part of their agency and academic work.
End of Year Assessment	The Practice submission in May.
Evidence of Practice	Materials which the student collects and submits to demonstrate their professional and ministerial skills.
Formation Group	Small groups which meet to discuss practice and help develop students' understanding and skills.
Main Agency Line Manager	The person in the main agency who oversees the students work in the agency and meets regularly with them to discuss this.
Main Practice Agency	The church or organisation in which the student undertakes the majority of their practice during the course.
MyCYM	CYM's virtual learning environment (VLE), which can be accessed at www.MyCYM.info .
Observation	Sessions in which the student's work is observed and a report written on their practice.
Parity	Academic process whereby CYM ensures marking across all PTs is standardised and reflecting marking criteria. PTs are required to attend two parity meetings per year: Christmas parity and end of year parity.
Practice Portfolio	The folder of work submitted by the student for the module.
Practice Tutor	A qualified and experienced professional who meets with the student regularly to assist them in their learning and professional development.
Reflective Journals	Reflective, analytical pieces of work in which students demonstrate their competence and pull together their reflection on practice, reading and theology.
Three-Way Meetings	Meetings between the student, the Line Manager and the Practice Tutor to monitor progress and explore issues.