POSTGRADUATE DIPLOMA / MASTER OF ARTS IN MISSION AND MINISTRY (Chaplaincy)

Professional Practice Handbook (Chaplaincy) 2021-22

Level 7

GUIDANCE

FOR STUDENTS, LINE MANAGERS AND PRACTICE TUTORS

(2021-22)

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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 Postgraduate Diploma/Masters in Mission and Ministry (Chaplaincy).

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

- the working standards for chaplaincy with children and young people
- the suggested role of the Line Manager in developing Practice Agency-based learning
- the suggested role of the Practice Tutor in supporting students to meet the assessment criteria and reflect on their learning
- 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 a postgraduate qualification).

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 postgraduate award and to demonstrate they have met the chaplaincy standards. This includes the accrual of 120 Masters level credits 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 a postgraduate award in Mission and Ministry (Chaplaincy).

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 underpinning the work have their foundation in the Chaplaincy Working Standards (CCCYP, 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 inclusivity, collaboration and unconditional care. 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, 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-chaplaincy 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 disciplines of chaplaincy or pastoral work; 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 two Professional Practice Agencies (PPAs) during the first two years of part-time study on the course:

> 1. A Main Practice Agency of 400 hours in total over 4 semesters (two years) with a minimum of two face-to-face sessions (4 hours) per week over 40 weeks;

> 2. An Alternative Practice Agency of 80 hours at any time during the two-year programme. This may be undertaken as a full-time block of four weeks or concurrently.

The PPA hours are accumulated throughout the postgraduate diploma and form part of the learning hours across modules for the qualifying diploma. The 400 main practice hours are apportioned as 50 hours per 15 credits of study and 100 hours per 30 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 fourth semester (year 2) when following the typical 2 year (for Postgraduate Diploma) or 3 year (for Masters Degree) route to complete the award.

1.2 CRITERIA FOR PRACTICE AGENCIES

As stated above, students engage with two suitably contrasting Practice Agencies with either being the main Practice Agency.

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 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.

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. The Professional Practice Coordinating Tutor (PPCT) 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 semester, 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.

It is not prescribed which Professional Practice Agency should have the greater 'weighting' of hours because students will, typically, be undertaking their main professional practice agency as part of their employment which may be in either context. Regardless of weighting, both Professional Practice Agencies must be able to develop practice and have appropriate Line Management, policies and procedures in place to support this process. One of the Line Managers will usually hold an appropriate qualification or experience for the role, normally at least five years' experience in chaplaincy-related ministry.

The qualification will be awarded after successful completion of the six academic modules and the Professional Practice portfolio. Students may elect to exit at this point with a Postgraduate Diploma in Mission and Ministry (Chaplaincy with Children and Young People).

Students wishing to continue to a master's degree will be required to complete a capstone research project usually carried out in the final year. The Teaching Block at the beginning of the final year will include teaching on research methods to support the capstone project module.

1.3 THE ROLE OF THE STUDENT

Students are responsible for:

- 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);
- Setting up their Alternative Practice Agency in consultation with their Practice Tutor, Line Manager, and course staff;
- Liaising with their Practice Tutor and setting up the initial 3-way meeting;
- Alerting the Course Leader of any sickness, issues or difficulties affecting their work;
- 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;
- Submitting their professional practice portfolio on time and in accordance with course guidelines;
- Acting in accordance with agency and CYM policies and procedures;
- Making good use of the supervision and support offered through the Practice Agency and CYM.

1.4 THE ROLE OF THE LINE MANAGER/ SUPERVISOR

Each Practice Agency, both Main and Alternative, will need to provide a Line Manager for each student at the Practice Agency. At least one of the Line Managers must normally be a qualified or experienced practitioner. Practice Agency Line Managers, and students will also be supported by a suitable qualified or experienced Practice Tutor to ensure a consistent and coherent approach to professional formation. Line Managers can also contact the Postgraduate Professional Practice Coordinating Tutor for advice and support where required. This 3-way system provides a 'triple lock' to ensure appropriate support and supervision is in place throughout the students qualifying experiences.

The role of the Line Manager is as follows:

- Manage and supervise the student's work in the Practice Agency;
- Ensure that the work programme enables the student to fulfil professional practice competencies;

- Assess the student's suitability to qualify on the Chaplaincy pathway.

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

- Make one observation of practice, completing written feedback as required
- Complete the end of Year 1 Student Appraisal Report
- Sign the student's completed time sheets
- Support the student in identifying a suitable person to offer pastoral support
- Meet regularly with the student – we recommend fortnightly meetings of around an hour.

The Alternative Practice Agency Line Manager must:

- Sign the Learning Agreement form prior to the placement commencing
- Meet with the student to monitor progress
- Sign the student's completed time sheets
- Complete an End of Practice Agency Student Appraisal Report

It is normally the student's responsibility to set up the APA with support from the Practice Tutor.

1.5 THE ROLE OF THE PRACTICE TUTOR (PT)

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. In future, we hope to be able to offer this during a Study Block. Currently we talk through the role with each individual in detail and ensure PTs have access to all relevant documents.

Practice Tutorials - Each student is assigned a Practice Tutor with whom they will meet for ten one-hour tutorials over the period of professional practice. These meetings will focus on the student's learning; the skills, knowledge and attitudes as measured against the Chaplaincy Working Standards 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 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 semester and the second one during semester 1 of Year 2. 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 Chaplaincy work practice and ensure that they are able to communicate this effectively. Although the PT is not responsible for marking any of the students work, they will 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. This will be based on context and agreed with the Practice Tutor.

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: PATTERN OF STUDY AND PORTFOLIO ELEMENTS – 2021-22

Semester 1 (Term 1&2)

Prepare for/ attend Study Block

Negotiate pattern of meeting with Line Manager and Practice Tutor as appropriate

Gather evidence if in a new placement (Learning Agreement, Safe to Practice form)

Meeting with Practice Tutor 1 – plan portfolio tasks through the year.

First 3-Way Practice meeting (student, Line Manager and Practice Tutor)

Complete first observation and (plan for) second piece of evidence

Meeting with Practice Tutor 2 – reflective diary 1
(discuss Alternative Placement if not already in place)

Semester 2 (Terms 2 & 3)

Prepare for and attend Study Block

Meeting with Practice Tutor 3 – reflective diary 2, planning for observation

Observation of practice

Meeting with Practice Tutor 4 - evaluate observation and plan final presentation (Yr 2 students only)

Meeting with Practice Tutor 5 – reflective diary 3 and plan final presentation (Yr 2)

Gather end of Year 1 Assessment reports (LM/PT/Self-appraisal)

2nd Year student's summative presentation to LM and PT

Submit Summative Portfolio (July).

3: ASSESSMENT

3.1.1 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 as a Chaplaincy Practitioner which must be passed to receive the specialist pathway award.

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. A portfolio template will be provided a as guide for final submission.

The portfolio is then submitted at the end of the year as part of the core module. In the second (and final) year this is submitted as part of a summative presentation (or viva) involving the Practice Tutor, Line Manager and a member of CYM staff. This acts as an end point assessment of professional competency when the confirmation (or referral) is confirmed related to meeting the requirements for the Chaplaincy Pathway Award. The Award thus demonstrates successful candidates' competence in working as a chaplain with children and young people.

3.1.2 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 your 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.

3.1.3 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.

3.1.4 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, testimonials from service-users, records of planning or evaluating sessions, letters, financial records or budgets, reports etc. Suggestions are included against each competence outline.

3.2 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.

3.3 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 obtain Chaplaincy Pathway Award.

Each submission date is a formal assessment point within the course, which by the end of Year 1 gives a clear indication of the student's professional progress. At the end of Year 1, 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 PPCT as to whether the student has met all the requirements for professional recognition. This assessment is based on the wider knowledge that the PPCT 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 semester, 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.

3.3.1 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 Coordinating Tutor;
- Provisional mark agreed at CYM PG Internal Board;
- Final mark confirmed by University PG 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.

3.3.2 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 leave the Chaplaincy pathway, and graduate with a PGDip / MA in Mission and Ministry (without a pathway award).

4: PROFESSIONAL AND MINISTERIAL PRACTICE COMPETENCIES

4.1 INTRODUCTION

In addition to the Chaplaincy Working Standards, evidence of competence in ministerial practice is also assessed through Competence 1 and 6 of the CYM portfolio.

The competences describe the knowledge, skills, attitudes and theological engagement expected of a Chaplaincy Practitioner and reflect core Chaplaincy values as articulated by the CCCYP, and CYM's standards for Christian 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, Chaplaincy and related fields such as youth justice, welfare, community development, mission and evangelism.

4.2 VALUES AT THE CORE OF CHAPLAINCY

Values at the core of chaplaincy with children and young people

Designed by representatives of the sectors within chaplaincy are the working standards for chaplaincy with children and young people.

These values and standards are at the core of the work undertaken within chaplaincy. It is recognised that these need to be placed within the local, social and political context within which chaplaincy activities are undertaken, and of which chaplains will need to be aware. They illustrate how chaplaincy is involved in the holistic development of young people across a range of contexts.

- Participation – as far as is possible and appropriate young people are invited to participate in and contribute to the development of chaplaincy services
- Equal opportunities – following the example of Christ all are welcome to participate in and access any chaplaincy services
- Unconditional care – following the example of Christ the chaplain's offer of spiritual, pastoral and religious care is unconditional
- Collaborative – particularly in institutional settings chaplains are committed to working with adaptability, flexibility and accountability to stakeholders
- Context focused – chaplains will seek to be integrated and embedded into their institutions as appropriate but never losing sight of their position as a minister of the Christian faith
- Mission focused – a chaplain fulfils their role in mission by being and bringing good news to the institution in appropriate ways.
- Inclusive – mindful of the multi-cultural context a chaplain must remain true to their missional calling but at the same time be able to operate collaboratively with people of all faiths and none
- Be working to fulfil their vocation – as recognised by their denomination or sending organisation
- Model Christian character – treating people with dignity, acceptance and respect, demonstrating unconditional positive regard with empathy and compassion

- Work with honesty and integrity and within the good practice and ethical guidelines of their institution including those relating to accountability, supervision and safeguarding.
- Seek to follow the example of Christ in all relationships – being a positive representative of Christ'' body the church

Operating with Professional Standards

By the end of the course students will be expected to demonstrate comprehension of all the competences outlined in Year 1 and 2 and apply them in a wide variety of contexts. Successful completion of the compulsory competences will lead to recognition of Chaplaincy Pathway Award and enable the student to carry strategic and operational responsibility for service delivery and development.

5: INDICATIVE RESOURCES

Chaplaincy-Specific Resources	Baker, A. (2021) *Foundations of Chaplaincy* New York: Eerdmans
	Church House Publishing (2002) *Pillars of the Church*: London: CHP
	Nash, P. and Roberts, N. (2016) – *Chaplaincy with Children and Young People* Cambridge: Grove.
	O'Higgins N. (2015) *Education Matters* Dublin: Veritas
	Paget, N. and McCormack, J. *The work of a Chaplain* Judson
	Roberts, N. (2018) *Growing Fruitful Disciples* Cambridge: Grove
	Swift, C. Cobb, M. and Todd, (2015) *A handbook of chaplaincy studies*, London: Ashford
	Tregale, D. (2011) *Fresh Expressions of School Chaplaincy* Cambridge: Grove.
	Watson, S. (2020) *Chaplaincy and Mission* Cambridge: Grove
	Younger, S. (2018) *Time for Reflection* – St Andrews: St Andrews Publishing.

Values, Principles and Practice (Comp 1) Note for continuing students - Comps C&F have been swapped for 2019.	**See Indicative Resources for 'Community, Research and theological Reflection' Module Guide**	
HEALY, K & MULLHOLLAND, J	Writing Skills for Social Workers	Sage 2007
SERCOMBE, H	Youth Work Ethics	Sage 2010
CAPERON, J, TODD, A. & WALTERS, J.	A Christian Theology of Chaplaincy	Jessica Kingsley, 2018
GRAHAM, E et al	Theological Reflection Methods	SCM Press 2005
Gula, R.M.	Just Ministry: Professional Ethics for Pastoral Ministry	Paulist Press, 2010
HARRIES, R	Faith in Politics? Rediscovering Christian Roots of our Political Values	Darton, Longman and Todd, 2010
MOON, J	Reflection in Learning and Professional Development	Kogan Page 2000
Nash, P, Parkes, M & Hussain Z	Multifaith care for sick and dying children and their	Jessica Kingsley, 2015

	families : a multidisciplinary guide	
NASH, S Ed	Christian Youth work: In Theory and Practice	SPCK
Swift, C., Cobb, M. and Todd, A. (eds.)	A Handbook of Chaplaincy Studies	Ashgate, 2015
YOUNG Kerry	The Art of Youth Work	Russell House Publishing
INGRAM G & HARRIS J	Delivering Good Youth Work	Russell House Publishing 2001
Leadership and Management (Comp 2)	**See Indicative Resources for 'Leadership and Management' Module Guide**	
Adair, J.	The Leadership Of Jesus: And Its Legacy Today	Canterbury Press. 2001
Adirondack, S.	Just About Managing? Effective Management for Voluntary Organisations and Community Groups.	LVSC. 2006
Alvesson, M.	Understanding Organisational Culture. 2nd Ed.	Sage. 2013.
Boddy, D.	Management: An Introduction. 6th Ed.	Pearson. 2014
Ford, K.	Leading and Managing Youth Work and Services for Young People.	Youth Work Press. 2005
Harrison, R. & Mann, G.	Partnership Made Painless: A Guide to Joined Up Working.	Lyme Regis: Russell House Publishing. 2003
KEHILY, M	Understanding Youth: Perspectives, Identities and Practices	Sage 2007
COMMUNITY DEVELOPMENT AND INTERVENTION (Comp 3)	**See also indicative resources for 'Community Research and Intervention' Module Guide**	
BUCHROTH I & PARKIN C	Using Theory In Youth and Community Work Practice	Learning Matters 2010
BECK D & PURCELL R	Popular Education Practice for Youth and Community Development Work	Learning Matters 2010
HUSKINS John	Quality Work with Young People	Penguin, 1996
INGRAM G & HARRIS J	Delivering Good Youth Work	Russell House Publishing 2001

KEHILY, M	Understanding Youth: Perspectives, Identities and Practices	Sage 2007
LEDWITH, M	Community Development in Action	Policy Press, 2016
NASH, NASH & BARTLE	Paediatric Chaplaincy: Principles, Practices and Skills	Jessica Kingsley, 2018
PITTAM, M	Building the Kingdom in the Classroom	St Paul's Publishing, 2017
POPPLE, K.	Analysing Community Work: Its Theory and Practice	OUP, 2000
TWELVETREES, A	Community Work	Palgrave Macmillan, 2008
Learning and Informal Education (Comp 4) Note for continuing students - Comps C&F have been swapped for 2019.	**See Indicative Resources for 'Community, Research and theological Reflection' Module Guide**	
Batsleer, J	*Informal learning in Youth work*	Sage 2008
Beck, D & Purcell, R.	*Popular education practice for Youth and Community Development Work*	Learning Matters 2010
Cooling, T	*Doing God in Education*	Theos 2010
Gardner, H	*Multiple Intelligences: New Horizons in Theory and Practice*	Basic Books 2006
Heywood, D	*Divine Revelation and Human Learning*.	Ashgate
Heywood, D	*Kingdom Learning*	SCM Press 2017
Jeffs, T. & Ord, J.	*Rethinking Outdoor, Informal and Experiential Education: Beyond the Confines*	Routledge 2018
Jeffs,T. and Smith M	*Informal Education, Democracy and Learning*	Education Heretics Press 2005
Jonassen, D. H., & Land, S. M. (Eds.)	*Theoretical foundations of learning environments* (3rd ed.)	Routledge 2018
Oldfield, E. & Hartnett L.	*More than an Educated Guess*. London	Theos 2012
Ord, J Ed.	Critical issues in Youth work Management	Routledge 2011

NASH, S Ed	Christian Youth work: In Theory and Practice	SPCK
Building Purposeful Relationships (Comp 5)	**See Indicative Resources for 'Community, Research and theological Reflection' Module Guide**	
Arnold, J. H.	Discipleship	Plough 2011
Brotherton, G et al.	Working with children, young people and families	Sage 2010
Clark, E.	Personhood and Presence, self as resource for personal and spiritual care	T & T Clark 2012
Coleman, J. & Hagell, A.	Adolescence risk and resilience: against the odds	Wiley 2007
Litchfield, K.	Tend my Flock	Canterbury Press 2006
Nash, P. Parkes, M & Hussain, Z.	Multifaith Care for Sick and Dying Children and their Families: A Multi-disciplinary Guide	Jessica Kingsley Publishers 2015
Nash, P. Darby, K & Nash, S.	Spiritual Care with Sick Children and Young People	Jessica Kingsley Publishers 2015
Nathan, M.	A Pastoral Leaders Handbook	Continuum 2011
Nouwen, H.	Spiritual Formation	SPCK 2011
Pattison, S.	A Critique of Pastoral Care	SCM Press 2000.
Professional [and Ministerial] Identity and Practice (Comp 6)	**See Indicative Resources for 'Professional Practice, Social Context and Practical Theology' Module Guide**	
Dean, K C.	*Practicing Passion: Youth and the Quest for a Passionate Church*	Eerdmans 2006
Nash, P & Nash, S	Tools for Reflective Ministry	SPCK 2009
Root, A.	Faith Formation in a Secular Age	Baker Academic 2017
Root, A.	The Pastor in a Secular Age	Baker Academic 2019
Sapin, K	Essential Skills for Youth Work Practice. Second Ed.	SAGE 2012
Whitehead, J.D & Whitehead E.E	Method in Ministry: Theological Reflection and Christian Ministry	Sheed and Ward, 1995
Paediatric Chaplaincy (UKBHC), Chaplaincy with Children and Young people (CCCYP) or other related fields such as Community Development Work, standards for denomination ministry, as appropriate		
Additional Websites and Journals		
www.infed.org		
Open Access Journals (as well as those available through the Staffs Library and EBSCO) Religions: https://www.mdpi.com/journal/religions Youth and Policy https://www.youthandpolicy.org/ Journal of Missional Practice https://journalofmissionalpractice.com/ Children https://www.mdpi.com/journal/children		

Child development https://www.hindawi.com/journals/cdr/

This is an index of Open Access Journals https://doaj.org/

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 Chaplaincy Pathway Award 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. 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.

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.

APPENDIX 2 – THE PROFESSIONAL PRACTICE PORTFOLIO

The portfolio is designed to evidence that students are able to demonstrate ability across the Chaplaincy Working Standards – see functional map below. The Standards are mapped against the CYM Competence Framework in Appendix 4

Much of this is demonstrated through academic work, and activities in class so the tasks outlined below will meet the competencies not demonstrated elsewhere.

	CYM Competencies
1.	Values, Principles and Practice: • Std 2 – the chaplain will seek to embody the life and mission of Christ through unconditional love and acceptance
2.	Leadership and Management • Std 5 the chaplain will work within the institutional policies and practices
3.	Communities and Contexts • Std 6 the chaplain will promote inclusion, equality and diversity • Std 9 the chaplain will serve the institution offering and facilitating critical dialogue
4.	Learning and Informal Education • Std 11 the chaplain will promote spiritual development and facilitate encounters with the transcendent • Std 12 the chaplain will develop and provide resources for the institution • Std 7 the chaplain will understand how children and young people develop and learn and devise ways to work effectively with them
5.	Building Purposeful Relationships • Std 10 the chaplain will work to establish appropriate boundaries to relationships in the institution • Std 3 the chaplain will offer unconditional pastoral care • Std 4 the chaplain will offer unconditional spiritual and religious care
6.	Professional and Ministerial Formation

		- Std 1 the chaplain will be a committed disciple whose vocation has been affirmed and confirmed by their organisation or denomination - Std 8 the chaplain will be a reflective and resilient practitioner

CYM PRACTICE PORTFOLIO CONTENTS - YEAR B (2021-22)

Each of the four sections should be accompanied by a cover sheet explaining the context and demonstrating which of the CYM Competencies it demonstrates.

	Formative Portfolio (Spring Submission) (01.02.22)
B.1	**Observation 3 -** Develop or adapt a resource for use in a session with an individual or group appropriate to your practice context that helps them explore their spiritual selves, which your Line Manager will observe. Discuss the plan and evaluate the session with your Line Manager. Session plan, materials and evaluation, as well as the observation report should be included as evidence. Examples might include: • A spiritual play activity in a hospital; • An act of collective worship in a school; • A spiritual enrichment activity in a college; • A chapel service in a Young Offenders Institution.
B.2	Complete a SWOT analysis of the Safeguarding and Health and Safety policies in your Main Practice Agency
	Main Placement set-up documents (need renewing each year): • Placement Information Sheet • Learning Agreement • Safe to Practice Form • Notes from 3-way meeting with Line Manager and Practice Tutor
	Summative Portfolio (Summer Submission) (04.07.22)
B.3	**Observation 4:** an observation by your Practice Tutor and at least three pieces of evidence demonstrating your ability to communicate professionally to the various institutions represented in your chaplaincy e.g. a proposal for a project to governors/trustees/management.
B.4	Three entries from a reflective diary, session recording log, blog or vlog exploring your practice in building purposeful relationships within your community. These should be discussed with your Practice Tutor who will annotate them prior to your meeting. (Guide length 750 word per entry)
	Main Practice Agency Time Sheets
	End of year assessments: • Self-assessment • MP Line Manager's Assessment • Practice Tutor's Assessment
	Alternative Practice Agency set-up documents:
	• Proposal form • Learning Agreement (Yr1) • LM End of Placement Assessment • Time Sheets (Yr2)

Note - Care should be taken to protect the identity of individuals in your portfolio 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.

It may be in some students' practice contexts that it might impossible to complete some of the tasks due to the nature of your work and team. You may be able to negotiate suitable replacement tasks which demonstrate competence with your Practice Tutor in this case. Speak to the Practice Coordinator if you are unsure

CYM PRACTICE PORTFOLIO CONTENTS - YEAR A (2022-23)

Each of the four sections should be accompanied by a cover sheet explaining the context and demonstrating which of the CYM Competencies it demonstrates.

Formative Portfolio (Spring Submission)	
A.1	**Observation 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 e.g.: - 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
A.2	At least three pieces of evidence demonstrating your ability to manage your work well in light of health, safety and safeguarding. E.g. planning rota, annual reports, risk assessment, consent form, budget plan, funding bid.
	Main Placement set-up documents (need renewing each year): - Placement Information Sheet - Learning Agreement - Safe to Practice Form - Notes from 3-way meeting with Line Manager and Practice Tutor
Summative Portfolio (Summer Submission)	
A.3	**Observation 2 -** deliver a training session to your chaplaincy team on a topic of relevance to your context e.g. self-harm/bullying/bereavement/collective worship/spiritual development etc. 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.
A.4	Three entries from a reflective diary, session recording log, blog or vlog exploring your practice and attitudes as member of a team operating in a multi-faith/multi-cultural context including how you value and promote inclusion, equity and diversity. In at least one of these entries, students should reflect upon service-user and stakeholder feedback. These should be discussed with your Practice Tutor who will annotate them prior to your meeting. (guide length 750 word per entry)
	Main Practice Agency Time Sheets
	End of year assessments: - Self-assessment - MP Line Manager's Assessment - Practice Tutor's Assessment
	Alternative Practice Agency documents:
	(Yr1) Proposal form (Yr2) LM End of Placement Assessment

	• (Yr1) Learning Agreement	• (Yr2) Time Sheets

Note - Care should be taken to protect the identity of individuals in your portfolio 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 CYM COMPETENCIES

CYM Competences		Delivery Year	Module Teaching and Assessment (indicates module number)	Fieldwork Task	Portfolio Tasks (see Portfolio Tasks in Appendix 2)
1	Values, Principles and Practice	B	1,2	LM Assessment Observation 1, 3	A.2, A.4, B.2, B.4
2	Leadership and Management	A	6	LM Assessment Observation 1, 4	A.2, A.3, B.2, B.3
3	Communities and Contexts	A	2	LM Assessment Observation 1	A.1, B.3
4	Learning and Informal Education	A	5	LM Assessment Observation 3	A.3, A.4
5	Building Purposeful Relationships	B	4	LM Assessment Observation 1	B.3, B.4
6	Professional and Ministerial Formation	B	1	LM Assessment Observation 4	B.1, B.3

APPENDIX 4 – MAPPING NOS TO CYM COMPETENCIES

	Core Standards of Christian Chaplaincy with Children and Young People	CYM Competence
1	the chaplain will be a committed disciple whose vocation has been affirmed and confirmed by their organisation or denomination	6 - Professional and Ministerial Formation
2	the chaplain will seek to embody the life and mission of Christ through unconditional love and acceptance	1 - Values, Principles and Practice
3	the chaplain will offer unconditional pastoral care	5 - Building Purposeful Relationships
4	the chaplain will offer unconditional spiritual and religious care	5 - Building Purposeful Relationships
5	the chaplain will work within the institutional policies and practices	2 - Leadership and Management
6	the chaplain will promote inclusion, equality and diversity	3 - Communities and Contexts
7	the chaplain will understand how children and young people develop and learn and devise ways to work effectively with them	4 - Learning and Informal Education
8	the chaplain will be a reflective and resilient practitioner	6 - Professional and Ministerial Formation
9	the chaplain will serve the institution offering and facilitating critical dialogue	3 - Communities and Contexts
10	the chaplain will work to establish appropriate boundaries to relationships in the institution	5 - Building Purposeful Relationships
11	the chaplain will promote spiritual development and facilitate encounters with the transcendent	4 - Learning and Informal Education
12	the chaplain will develop and provide resources for the institution	4 - Learning and Informal Education

Source: Chaplaincy Standards are available at https://cym.ac.uk/centre-for-chaplaincy/

	CYM Competence	Sub-elements	Core Standards of Christian Chaplaincy with Children and Young People
1	**Values, Principles and Practice**	a. Relate the values and principles of professional youth work/Chaplaincy in the Model for Effective Practice 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 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.	Std 2 – the chaplain will seek to embody the life and mission of Christ through unconditional love and acceptance
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	std 5 the chaplain will work within the institutional policies and practices

		strategic thinking (*for example: prioritize resources, manage budgets, personnel and buildings and produce development plans)*	
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*). 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	Std 6 the chaplain will promote inclusion, equality and diversity Std 9 the chaplain will serve the institution offering and facilitating critical dialogue
4	**Learning and Informal Education**	a. Understand the models and practices of formal education, curriculum-based youth work, informal education and chaplaincy. 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.	Std 11 the chaplain will promote spiritual development and facilitate encounters with the transcendent Std 12 the chaplain will develop and provide resources for the institution Std 7 the chaplain will understand how children and young people develop and learn and devise ways to work effectively with them

| 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.
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. | Std 10 the chaplain will work to establish appropriate boundaries to relationships in the institution

Std 3 the chaplain will offer unconditional pastoral care

Std 4 the chaplain will offer unconditional spiritual and religious care |
| 6 | **Professional and Ministerial Formation** | a. Understand a range of theological perspectives on chaplaincy 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 and its relationship to '*faith in the public square*'
c. Understand and apply key chaplaincy values different contexts.
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* | std 1 the chaplain will be a committed disciple whose vocation has been affirmed and confirmed by their organisation or denomination

std 8 the chaplain will be a reflective and resilient practitioner |

| | | *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 chaplaincy ministry
 h. Demonstrate a commitment to professional behaviour and continuing professional and ministerial development | |

Appendix 5 – Postgraduate Team Contact Details

COURSE TEAM	
Academic Studies Manager	**Chaplaincy Lead**
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