# Observation Proforma – Observation 3

**Observation of Practice - Introduction**

Students are required to submit four practice appraisals, or observations in the first two years as part of their Professional practice submission. One observation each year should be submitted Main Professional practice Agency Line Manager, one from Professional Practice Tutor.

It is the student’s responsibility to provide the observer with the information they need to carry out the observation. The following sheets are provided for this purpose, which can be used or adapted as required. Alternatively, students may wish to develop their own sheets to use for all or some of the observations. Some suggestions are given below:

* Students may wish to develop sheets which are appropriate to the context of the observer, for example, including reference to theological reflection where appropriate or simplifying language where needed.
* Students may wish to write a short introduction about what they want to be observed on, focusing on, say three things that they wish the observer to comment on. This could be done by making the competence boxes bigger and the student flagging up how or where they are going to meet them. For example, regarding their ability to help young people and adults learn: ‘I will be using three different activities appealing to various learning styles in the session this evening and will summarise where we have got to at the end of each section’. This would then enable the observer to comment specifically on the student’s stated aims.
* Students may wish to use the specific competence elements as a framework for the observation or to frame specific questions around these for the observer to comment on.

It is the student’s responsibility to identify the competence elements observed. Students may also wish to include reflection on their own learning from the observation.

Whilst observations may be focussed upon a particular competence, we recognise that students are likely to be engaged in developing their practice holistically, and observations of practice should also reflect and record what the student demonstrates in their practice holistically. Therefore, Practice Tutors, Line Managers and students themselves are asked to record the evidencing of different competencies in their observations and reflections.

**Observation 3**

This observation focuses on two of the CYM Competencies: *Values, Principles and Practice*; and *Learning and Informal Education*. As the student delivers a learning opportunity for the people they work with, they should be demonstrating their values which underpin everything they do.

The context of the learning activity will appropriate to their context: it could be an after-school club, Sunday morning activity, hospital bed-side activity, etc.

**Observation of Practice 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.

Chaplaincy students might engage in:

• 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.

Observer’s Name:

Professional Practice Tutor / Line Manager / Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
(delete as appropriate – on of the observations must be done by your LM and the other by your PT)

Date

Venue

Event

Context

Please comment on any evidence of the student’s professional practice. Please comment against the following CYM Competence criteria:

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| 1 | **Values, Principles and Practice** | 1. Relate the values and principles of professional [youth] work to your work in the practice agency.
2. Be aware of how your own values, history and experience impact and influence your practice.
3. Be clear about your role in the context of your practice agency
4. Work within appropriate health & safety, Safeguarding and risk assessment policies and make suggestions for improvement and development of practice.
5. Work in ways that challenge discrimination and oppression, recognising and valuing difference.
6. Work collaboratively with others as part of a team
7. Manage and conduct yourself professionally (for example: time management, maintaining clear boundaries, personal organisation and planning).
8. Reflect theologically on professional values, principles and practice.
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| --- | --- | --- |
| 4 | **Learning and Informal Education** | 1. Understand the models and practices of formal education, curriculum-based [youth] work and informal education.
2. Apply learning theories, including learning styles, to informal education practice in your context.
3. Develop an understanding of learning and development from a theological perspective.
4. Lead and facilitate groups including needs assessment, appropriate intervention and evaluation.
5. Work with learners and/or appropriate others to design, develop and evaluate activities.
6. Use a range of creative techniques *(for example: play, arts, outdoor activities)* to facilitate and evaluate learning and development.
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| **Was the student able to naturally evidence meeting other competencies? Please list these, describing ways in which this was observed.**  |
| Competencies demonstrated (see above) | How was this observed? |
|  |  |

**Overall Feedback on Observation**

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| **Strengths demonstrated during the observation** |
| **Suggestions for Future Development:** |
| **Observation Assessment** In your professional opinion is the student ON TARGET to pass at the Professional Range in their area of practice or ministry? | **YES / NO** |
| **Signed** | **Date** |

*Please return the completed observation form to the student*

**Student’s reflection on and learning from the observation and feedback**

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| **Other competencies claimed during this observation (link to what was observable)**e.g. 3b - I helped the group design a map of their local community with facilities for new people moving in to the area (see activity 2 in the resources). |