# Observation Proforma – Observation 4

**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 4**

This observation focuses on two of the CYM Competencies: *Leadership and Management*; and *Professional and Ministerial Formation*.

The context of the learning activity will appropriate to their context: it could be a volunteers’ meeting, training their peers or an annual report to governors/trustees or leadership team. An outline is provided below.

**Observation of Practice 4:** An observation by your Practice Tutor, and at least three pieces of evidence demonstrating your ability to communicate professionally in a range of contexts. E.g. lead a teaching session, presentation to members, minutes from a meeting, report to trustees, leaflets for service users, web page, presentation resources, etc. Session plan, materials and evaluation, as well as the observation report should be included as evidence.

**Chaplaincy students might address required criteria by:**

Demonstrating their ability to communicate professionally to the various institutions represented in their chaplaincy work e.g. by developing and presenting a proposal for a project to governors/trustees/management.

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 criteria:

|  |  |  |
| --- | --- | --- |
| 2 | **Leadership and Management** | 1. Demonstrate an understanding of team, management and leadership theory and its application within your context 2. Reflect theologically on management and leadership 3. Understand and apply legal and policy frameworks relating to staff and volunteer recruitment, supervision and development. 4. Demonstrate appropriate level of professional presentation and administration skills *(e.g. basic IT, professional reports, recording keeping etc)* 5. Demonstrate effective use of supervision and course structures *(e.g. raising issues with Practice Tutor and Line Manager, completing action points)* 6. Provide information and proposals to develop policy, strategy, practice and service provision in the agency 7. Demonstrate an appropriate level of responsibility and accountability in managing work in the agency, demonstrating skills in analysis and strategic thinking (*for example: prioritise resources, manage budgets, personnel and buildings and produce development plans)* |
| 6 | **Professional and Ministerial Formation** | 1. Understand a range of theological perspectives on [youth] work and ministry and the nature of mission in your agency context *(e.g. incarnational, relational, catechesis, discipleship)* 2. Understand the role of faith in the contexts in which you work *(e.g. local community/church ministry, urban/rural, faith-based [youth] centres, [youth] work inspired by faith of [youth] worker, faith in the public square)* 3. Understand and apply key [youth and] community work values (e.g. EDI) to practice issues *(e.g. power and oppression, participation, boundaries)* in a [youth] work and ministry context. 4. Lead an act of worship or reflection appropriate to your context. 5. 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)* 6. Engage in on-going personal spiritual disciplines *(e.g. Sabbath, prayer, retreats, spiritual direction)* 7. Demonstrate a growing awareness of your vocation to [youth] work and ministry 8. Demonstrate a commitment to professional behaviour and continuing professional and ministerial 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 | How was this observed? |
|  |  |

**Overall Feedback on Observation**

|  |  |
| --- | --- |
| **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). |