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| **Christmas Submission Year 2**  **Assessment Materials for PTs** |

**Context and purpose of Christmas Submission**

At the Christmas submission, students are required to submit Competence 4.

This is not a formal assessment, but aims to give clear feedback to the student concerning areas for improvement and an indication of professional and academic progress towards demonstrating the competences by the end of year submission. Due to the timing of the Christmas submission assessment, it is unlikely that students will receive very high grades, but following feedback, students will have time to improve their written work for end of year submission if they wish to do so.

Your assessment at this stage will result in an academic mark for Competence 4 and an indication whether they are “on target” or “not on target” to pass professionally at the end of the academic year. It will also provide helpful feedback concerning areas that require further work and a clear indication of the criteria by which they are being assessed. A student may be ‘not on target’ for many reasons, including: lack of opportunity, experience, understanding, not providing evidence or a lack of ability. If students are deemed to be ‘not on target’, we anticipate they will work with you to formulate a plan of action by which they could meet shortcomings by the end of the year.

**Level**

By the end of the intermediate level module students are expected to demonstrate knowledge and understanding of all the competencies (1-6) and to apply them in a range of contexts. This will include non-routine tasks and some individual responsibility and autonomy. They will assist with a range of duties including supporting individuals, facilitating groups and developing learning opportunities. They will demonstrate a commitment to professional and ministerial principles and values.

**Deadline**

The student’s deadline for submission is **Wednesday 16th December 2020.**

The Portfolio should be emailed to you as **one PDF document**. Maintaining deadlines is important, so if no material is submitted, then this should be reported immediately to the Regional Centre.

**Professional Fails and Attendance**

Failure of the student to attend tutorials or to complete work as required by the Professional Practice Handbook or any other unprofessional behaviour can result in students failing professionally. Failure to meet the required 80% attendance in any module, for professional practice tutorials or Formation Groups may also lead to students failing professionally.

**Got questions?**

Professional Practice Coordinators in Youth Link (Joe McKeown) and MCYM (Graham Bright) are available to answer any questions about the marking process.

**The Christmas submission process in more detail:**

Following feedback from students and Practice tutors regarding the challenges of Dropbox, **the contents of the portfolio should be submitted as one PDF document** – see submission checklist for the list of documents and their order below.

**There are guidelines as to how the portfolio should be presented.** Please also note the following guidelines:

* Written work should be single line spaced.
* Word counts should be noted at the bottom of the directed task and introductory sheets.
* There should be a grid at the beginning of each competence, which should indicate which competence element has been demonstrated in each piece of work submitted.
* Each reflective journal and directed task should be properly cited and have its own Bibliography.

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| **Your assessment of the student’s portfolio involves the completion of:**   * **Year 2 Christmas Submission Checklist** * **Competence 4 Feedback Sheet** * **Christmas Submission Year 2 Mark Sheet** |

**Please follow these steps:**

**Complete the Christmas submission checklist** ensuring no part is missing. Make a note of any requirements that have not been met or are missing. (For example, a missing document).

Provide your judgement (tick boxes), based on your professional experience and the competence listed in the Professional Practice Handbook, as to where the student falls in relation to demonstrating the intermediate level criteria for Competence 4 by the end of year assessment. This is done by **crossing boxes in response to the questions at the top of the Feedback sheet on the continuum of “not demonstrated” to “excellent”**. Finally tick a box to indicate your overall assessment for the competence.

Make overall comments regarding the student’s professional and academic submission on the **feedback sheet**, identifying strengths and areas for development for each of the five areas (see below). Written comments should match the grade band, be specific and detailed. All the material submitted in the competence/portfolio should be taken into account, including written work, observations and evidence.

Where indicated, you should transfer judgements from the line manager and the student’s assessment by circling on the continuum from “not demonstrated” to “excellent”.

Using the **Professional Practice marking criteria** (available to download from myCYM on the Professional Practice/Christmas Submission Assessment Forms page), you should judge the quality of the material submitted for Competence 4, and award marks for each area from the marking criteria. These marks should be entered below the “mark” column on the **Christmas Submission Year 2 Mark Sheet**, and the total academic mark for the competence. You should also indicate whether the student is “on target” or “not on target” professionally for the end of the year.

Please do not circle or highlight grade bands on the feedback sheet.

Finally, at the bottom of the feedback sheet in the “overall competence comment” box, you should make any final comments. Where a student is “not on target”, ensure concluding comments are clear, and comment on progress towards completing placement hours (student should have done a minimum of 120 hours at this stage). It should also be noted in this section if the student has not met regularly with you or submitted work 48 hours in advance of meetings.

The five areas in the marking criteria and feedback sheet (i.e. where the student’s final mark comes from) are:

1. Understanding and practical demonstration of competence (40% weighting)

i.e. the quality of their professional practice and work with young people, the level of creativity and evidence of progression. You will look primarily to the evidence and directed task to award this mark though the mark can be based on other aspects of the portfolio.

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|  | **A\***  (80-100%) | **A**  (70-79%) | **B**  (60-69%) | **C**  (50-59%) | **D**  (40-49%) | **R**  (30-39%) | **F**  (1-29%) |
| Marks | 32-40 | 28-31 | 24-27 | 20-23 | 16-19 | 12-15 | 0-11 |

1. Reflective Practice (20% weighting)

i.e. the level of the student’s self-awareness, personal development and progress. You will look primarily to the student’s self-assessment to award this mark though can be based on other aspects.

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|  | **A\***  (80-100%) | **A**  (70-79%) | **B**  (60-69%) | **C**  (50-59%) | **D**  (40-49%) | **R**  (30-39%) | **F**  (1-29%) |
| Marks | 16-20 | 14-15 | 12-13 | 10-11 | 8-9 | 6-7 | 0-5 |

1. Theoretical engagement (15% weighting)

i.e. the range and quality of sources, degree of critical thinking and level of independent reading throughout the portfolio. This also includes the relevance, integration and application of theory to practice.

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|  | **A\***  (80-100%) | **A**  (70-79%) | **B**  (60-69%) | **C**  (50-59%) | **D**  (40-49%) | **R**  (30-39%) | **F**  (1-29%) |
| Marks | 12-15 | 11 | 9-10 | 8 | 6-7 | 5 | 0-4 |

1. Theological reflection (15% weighting)

i.e. the relevance, integration and application of theological reflection to practice throughout the portfolio. This also includes the level of different approaches to theological reflection used in the portfolio.

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|  | **A\***  (80-100%) | **A**  (70-79%) | **B**  (60-69%) | **C**  (50-59%) | **D**  (40-49%) | **R**  (30-39%) | **F**  (1-29%) |
| Marks | 12-15 | 11 | 9-10 | 8 | 6-7 | 5 | 0-4 |

1. Presentation (10%)

i.e. structure, spelling, punctuation, grammar and referencing technique. Also, layout and professional presentation as well as other core requirements for the portfolio (e.g. signed timesheets, Competence 1-3 and 5-6 self-assessments from the student, and Competence 5 and 6 assessments from the line manager).

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|  | **A\***  (80-100%) | **A**  (70-79%) | **B**  (60-69%) | **C**  (50-59%) | **D**  (40-49%) | **R**  (30-39%) | **F**  (1-29%) |
| Marks | 8-10 | 7 | 6 | 5 | 4 | 3 | 0-2 |

For example, if a student’s understanding and practical demonstration of competence was a B grade standard according to the marking criteria, marks between 24 to 27 could be awarded on the “mark” column on the mark sheet. However, their theological reflection might be weaker and in the D grade, so you could award 6-7 marks on the mark sheet.

The “additional PT Comments” box should be left blank until the end of year assessment.

Students must pass each area of the marking criteria to pass the module. Therefore, if a student gets a technical fail in one area, the mark for that competence is 39.

If there are ‘serious concerns’ or ‘some concerns’ for a particular competence, then students must be graded below D for that competence. If a student is judged to be ‘safe to practise’, ‘competent’, ‘good’ or ‘excellent’ then they can be graded D or above, according to the quality of their work. To pass the Professional Practice module academically at the end of the year a student must average Grade D or above for all the competences.

**Once the portfolio has been marked, forward it and your separate feedback / mark sheet in Word format to your Regional Centre’s Professional Practice Coordinator (Robin Smith in MCYM or Joe McKeown in Youth Link).**

**Due to the ongoing impact of the pandemic on meeting face-to-face, your local Professional Practice Coordinator (Graham Bright or Joe McKeown) will be in touch to outline plans for parity.**

Line managers have similar guidelines giving detailed information and samples for the Christmas submission assessment and observations.

Thank you for the time you contribute to CYM and we look forward to working with you throughout the year.

# Year 2 Christmas Submission Checklist

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| Student: |

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|  | Signed Submission Sheet and Ethical Statement Ethical Statement completed by student |
|  | Signed timesheets from main agency. It is acceptable to have only the final timesheet signed confirming the total number of hours completed this term. |
|  | Comp 4 Grid |
|  | Comp 4 Directed Task |
|  | Comp 4 Observation |
|  | Session/Lesson Plan developed for observation exploring relevant social issues, with introductory sheet |
|  | Second Alternative Placement Proposal Form |
|  | 500 word theological reflection on inclusion, participation and community |
|  | Formation Group Tutor’s Assessment at Christmas submission1 |
|  | Student Self-Assessment at Christmas submission on Competences 1, 2, 3, 4, 5 & 6 |
|  | Line Manager’s Assessment at Christmas submission on Competences 4, 5 & 6 |
|  | First Alternative Agency Proposal (if not submitted at the end of 1st Year) |
|  | First Alternative Agency Timesheets & Line Manager’s Appraisal (if completed) |
|  | Work which has been marked by the Practice Tutor and subsequently rewritten should be included last in the PDF. |

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| **Student:** | | | | | **PT:** | | | | | | | |
| **Feedback Sheet | Competence 4**  **Communities & Contexts** | | | | | | Not Demonstrated | Serious Concerns | Some concerns | Safe to Practice | Competent | Good | Excellent |
| **PT’s Assessment** | | | | | |  |  |  |  |  |  |  |
| 1. Understand the history, context and development of your agency and its local community. | | | | | |  |  |  |  |  |  |  |
| 1. Have an understanding of sociological and political factors that impact individuals, families and communities. | | | | | |  |  |  |  |  |  |  |
| 1. Reflect theologically on inclusion, participation and community. | | | | | |  |  |  |  |  |  |  |
| 1. Demonstrate an ability to work participatively. | | | | | |  |  |  |  |  |  |  |
| 1. Develop and maintain strategic networks and partnerships. | | | | | |  |  |  |  |  |  |  |
| 1. Demonstrate skills necessary to undertake community research and effective consultation with stakeholders. | | | | | |  |  |  |  |  |  |  |
| **PT Assessment Overall** | | | | | |  |  |  |  |  |  |  |
| **Area** | | | **Comment | Strengths | Areas for Development** | | | | | | | | **Mark** | |
| **Understanding & Practical Demonstration of Competence**  Professional Practice  Good Youth Work Practice  Creativity  Evidence of progression  (Primarily evidence & DT) | | |  | | | | | | | | A\*  A  B  C | D  39  R  F |
| Line Manager’s Assessment | Not Demonstrated | Serious Concerns | Some Concerns | Safe to Practice | Competent | Good | Excellent | | | | | | | | | | | |
| **Reflective Practice**  Self-Awareness  Personal Development & Progress  (Student Self-Assessment) | | |  | | | | | | | | A\*  A  B  C | D  39  R  F |
| Student’s Self-Assessment | | Serious Concerns | Some Concerns | Safe to Practice | Competent | Good | Excellent | | | | | | | | | | |
| **Theoretical engagement**  Range & quality of sources  Critical thinking  Degree of Independent reading  Relevance, integration & application to practice | | |  | | | | | | | | A\*  A  B  C | D  39  R  F |
| **Theological Reflection**  Relevance, integration & application to practice  Different approaches to theological reflection | | |  | | | | | | | | A\*  A  B  C | D  39  R  F |
| **Presentation**  Structure  Spelling & grammar  Referencing technique  Layout & Professional Presentation  Are timesheets signed? Has student followed presentation guidelines? Are comp 1, 2, 3, 5 & 6 student assessments present? | | |  | | | | | | | | A\*  A  B  C | D  39  R  F |
| **Overall competence comment**  Met regularly? Submitted work 48 hours in advance? Comment on progress with placement hours. | | |  | | | | | | | | | |
| **Key Issues highlighted during Regional Centre Parity Meeting** | | | To be completed by another PT at regional parity meeting | | | | | | | | | |
| **Mark awarded at Parity Meeting** | | | **/100** | **On Target / Not on Target\***  (\*please delete where appropriate. Rationale should be provided in “Key Issues” box above) | | | | | | | | |
| **Additional PT comments at end of year submission** | | | To be completed by the PT at end of year submission | | | | | | | | | |

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| **Christmas Submission Year 2 Mark Sheet** | | | | | | | | | | | | | | | | | |
| ***Student:*** | | | | | ***PT:*** | | | | | | | | | | | | |
| ***Competences*** | | | | | | | | | | | | ***Academic Mark for Competence*** | | | ***On Target/ Not on Target*** | | |
| ***Area*** | ***A\**** | ***A*** | ***B*** | ***C*** | | ***D*** | ***39*** | ***R*** | ***F*** | | ***Mark*** | |  | | |  | |
| **Comp 4 | Communities & Contexts** | | | | | | | | | | | | | | | | | |
| Understanding & Practical Demonstration of Competences | 32-40 | 28-31 | 24-27 | 20-23 | | 16-19 | TF | 12-15 | | 0-11 | /40 | | | **/100** | | | **On Target/**  **Not on Target** |
| Reflective Practice | 16-20 | 14-15 | 12-13 | 10-11 | | 8-9 | TF | 6-7 | | 0-5 | /20 | | |
| Theoretical Engagement | 12-15 | 11 | 9-10 | 8 | | 6-7 | TF | 5 | | 0-4 | /15 | | |
| Theological Reflection | 12-15 | 11 | 9-10 | 8 | | 6-7 | TF | 5 | | 0-4 | /15 | | |
| Presentation | 8-10 | 7 | 6 | 5 | | 4 | TF | 3 | | 0-2 | /10 | | |
| **Comp 5 | Leadership & Management** | | | | | | | | | | | | | |  | | | **On Target/**  **Not on Target** |
| **Comp 6 | Professional & Ministerial Formation** | | | | | | | | | | | | | |  | | | **On Target/**  **Not on Target** |

### Please note. This form is for parity purposes and should not be returned to the student.

**Please put this sheet at the front of the student’s professional practice portfolio for parity purposes.**