# End of Year 2 Assessment Guidance for Practice Tutors

**Context and purpose of end of year submission**

At the end of year assessment, students are required to submit a complete portfolio, demonstrating their professional practice across all six competences.

Students are required to submit Competence 5 and 6. Competence 4 should only be resubmitted at end of year:

* If the student’s Competence 4 submission failed at Christmas submission
* If the student has made changes to Competence 4 and wants it re-marked

Otherwise the mark given at Christmas submission will stand.

This is a formal assessment resulting in an academic mark (average of the three competences) and a professional assessment (pass or fail).

## Level

By the end of the intermediate level module students are expected to demonstrate knowledge and understanding of all the competencies 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 **Friday 21st May 2021.**

**The Portfolio should be emailed to you as separate PDF files – one for timesheets and each competence area** (i.e. up to four separate PDF files). If no material is submitted then this should be reported immediately to Joe McKeown at Youth Link or Graham Bright in MCYM by email.

**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 end of year process in more detail:**

**There should be a copy of the “Submission Sheet and Ethical Statement” at the front of the portfolio.** The student should have completed and signed the Ethical Statement for Students.

**There are guidelines as to how the portfolio should be presented.**  Portfolios demonstrate a student’s professional skills and should therefore be professionally presented. For end of year assessment, students should submit their portfolio as separate PDF files – one for timesheets and each competence area (i.e. up to four separate PDF files).

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, reflective journal 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.

**Your assessment of the student’s portfolio involves the following steps:**

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

Provide your judgement (tick boxes), based on your professional experience and the competences listed in the Professional Practice Handbook, as to where the student falls in relation to demonstrating the intermediate level criteria for each competence. 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.

The **Additional PT Comments Box** at the bottom of Competence 4 and 5 Feedback Sheets should be completed for **End of Year Assessment.** Practice Tutors have highlighted that the additional comments box may be useful for students who make changes to Directed Tasks, Reflective Journals or Evidence to improve a competency area. The means that Practice Tutors should only write additional feedback if changes have been made or there have been developments in the students practice in this area over the duration of the placement. If there are significant changes and you need new feedback sheets these can be downloaded on myCYM.

Using the **Professional Practice marking criteria**, you should judge the quality of the material submitted for each competence, and award marks for each area from the marking criteria on separate feedback sheets (Competence 4 & 5 feedback sheets should be already completed). A holistic assessment of all the material submitted in the competences should be considered, including written work, Observations, LM Assessment, Self-Assessments and Evidence. These marks should be entered below the “mark” column on the **End of Year 2 Mark Sheet**, and the total average academic mark for all the competence areas. You should also indicate whether the student has professionally passed or failed. The overall module mark is an average of the three competence marks.

The five areas in the marking criteria and associated marks (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 reflective journal and 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.

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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.

As students do not receive their mark sheets, using the feedback sheet PTs are asked to:

* Make overall comments regarding the student’s professional and academic submission on the feedback sheet, identifying strengths and areas for development for each area. Written comments should match the grade band, be specific and detailed.
* Where indicated, you should transfer judgements from the line manager, FG Tutor and the student’s assessment by circling on the continuum from “not demonstrated” to “excellent”.

Tutors should not circle or highlight the grade band which best represents the quality of the student’s work in each area of the marking criteria on the feedback sheet BEFORE the parity meeting.

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

If a student has made no changes to work since Christmas or Spring submission, an additional feedback sheet does not need to be completed. Please use the ‘Additional PT Comments box’ for any summative feedback.

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.

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| **>>PT assessment forms should be emailed to Suzanne Adams (****suzanne@youthlink.org.uk****) or Jacqui Brown (****office.admin@cym.ac.uk****) by Friday 11th June 2021<<*** **End of Year Submission Checklist and Feedback Sheets for Competence 4, 5 & 6\***
* **End of Year 2 Mark Sheet\***

(\*Available to download separately on myCYM) |

Line managers have similar guidelines giving detailed information and samples for the end of year assessment and observations.

Thank you for the time you contributed throughout this year to CYM.

**Note about Timesheets**

The Professional Practice handbook states that a minimum of 364 hours must be undertaken in the main agency, with at least 182 hours face-to-face with young people in order to pass the module.

Timesheets from September until end of year submission (or when the student’s placement was terminated due to the COVID-19 pandemic) should be merged into one PDF file.

Students need to provide evidence from the line manager that hours in the main placement have been undertaken. Evidence should be included in the timesheets PDF file and could be:

* A photograph of the last timesheet signed by the line manager
* An email or a photograph of a signed statement from the line manager stating that the hours in the timesheets have been completed

Please note: If students have not undertaken 182 hours face-to-face with young people or 364 hours overall in their placement, surplus hours from timesheets in Year 1 can be used. Students in this category, need to include evidence of Year 1 hours in their timesheets PDF file (i.e. a photograph of the last timesheet in Year 1 showing total hours completed that year. Note there needs to be evidence from the line manager that the hours recorded in the Year 1 timesheets have been completed, such as a signature or email from the line manager).

If current Year 2 students do not have sufficient surplus hours from Year 1, incomplete hours can be carried forward into Year 3.

**Alternative Practice Agency**

Year 2 students should submit what they have completed to date in their alternative placement in their portfolio at end of year submission in the Competence 6 PDF file. Any incomplete hours and forms will be carried forward into Year 3.