# A picture containing text, clipart  Description automatically generatedBA Year 2 and 3 Practice Tutor/Line Manager/Student Self-Assessment

 **Competence 1: Values, Principles and Practice**

Practice Tutors/Line Managers and Students should use this form to assess and reflect upon the development of the student’s practice in relation to each of the sub-competencies outlined below. These documents, which are included in students’ portfolios, contribute towards assessing whether a student is competent in a given area of practice and create opportunities for dialogue and reflection in respect of facets of practice which a student might be required to give further evidence in order to be deemed competent. Students should be able to demonstrate the following knowledge, skills, attitude and theological engagement in a range of situations. Students should be able to engage with relevant theory and theological reflection in relation to the following:

1. Relate the values and principles of professional work to your practice in the practice agency.

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| --- | --- | --- | --- | --- | --- | --- |
|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practice | Competent | Good | Excellent |
| Insert ‘x’ in the appropriate box |  |  |  |  |  |  |

1. Be aware of how your own values, history and experience impact and influence your practice.

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|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practice | Competent | Good | Excellent |
| Insert ‘x’ in the appropriate box |  |  |  |  |  |  |

1. Be clear about your role in the context of your practice agency

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|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practice | Competent | Good | Excellent |
| Insert ‘x’ in the appropriate box |  |  |  |  |  |  |

1. Work within appropriate health & safety, Safeguarding and risk assessment policies and make suggestions for improvement and development of practice.

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|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practice | Competent | Good | Excellent |
| Insert ‘x’ in the appropriate box |  |  |  |  |  |  |

1. Work in ways that challenge discrimination and oppression, recognising and valuing difference.

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|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practice | Competent | Good | Excellent |
| Insert ‘x’ in the appropriate box |  |  |  |  |  |  |

1. Work collaboratively with others as part of a team

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|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practice | Competent | Good | Excellent |
| Insert ‘x’ in the appropriate box |  |  |  |  |  |  |

1. Manage and conduct yourself professionally (for example: time management, maintaining clear boundaries, personal organisation and planning).

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|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practice | Competent | Good | Excellent |
| Insert ‘x’ in the appropriate box |  |  |  |  |  |  |

1. Reflect theologically on professional values, principles and practice.

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|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practice | Competent | Good | Excellent |
| Insert ‘x’ in the appropriate box |  |  |  |  |  |  |

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| Strengths, Areas for Development & Comments:Try to give evidence of the student’s/your strengths, and develop specific targets for the next stage of their/your development. E.g. rather than writing ‘improve team leadership’, consider a specific comment like ‘They/I have grown in team leadership over the year, for example by improving my communication of plans for each session with the team. To improve they should/I will meet one to one with each team member to reflect with them about their contribution’. |

Please indicate where, in your opinion, you are in terms of overall competence at intermediate (Level 5) or advanced (Level 6) level.

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|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practice |  | Competent | Good | Excellent |
| Insert ‘x’ in the appropriate box |  |  |  |  |  |  |  |