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

**Competence 2: Leadership and Management**

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. Demonstrate an understanding of team, management and leadership theory and its application within your context

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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 management and leadership

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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. Understand and apply legal and policy frameworks relating to staff and volunteer recruitment, supervision and development.

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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. Demonstrate appropriate level of professional presentation and administration skills *(e.g. basic IT, professional reports, recording keeping etc)*

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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. Demonstrate effective use of supervision and course structures *(e.g. raising issues with Practice Tutor and Line Manager, completing action points)*

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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. Provide information and proposals to develop policy, strategy, practice and service provision in the 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. Demonstrate an appropriate level of responsibility and accountability in managing work in the agency, demonstrating skills in analysis and strategic thinking (*for example: prioritize resources, manage budgets, personnel and buildings and produce development plans)*

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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 |  | |  |  |  |  |  | |  |
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