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

 **Competence 3: Communities and Contexts:**

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. Understand the history, context and development of your agency and its local community *(e.g. mission, goals and place in community).*

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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. Have an understanding of sociological and political factors that impact individuals, families and communities *(e.g. prejudice, racism, social class prejudice).*

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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 inclusion, participation and community

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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 ability to work participatively with young people in communities, enabling them to be active citizens, understanding their role in their communities, communicating their perspective and developing influence over people and situations.

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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. Develop and maintain appropriate strategic networks and partnerships *(for example: with other local service providers, parents, families, specialist agencies)*

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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 skills necessary to undertake community research and undertaking effective consultation with young people and other stakeholders

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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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