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

**Competence 4: Learning and Informal Education**

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 models and practices of formal education and informal education.

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

1. Apply learning theories, including learning styles, to informal education practice in your context.

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

1. Develop an understanding of learning and development from a theological perspective.

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

1. Lead and facilitate groups including needs assessment, appropriate intervention and evaluation.

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

1. Work with learners and/or appropriate others to design, develop and evaluate activities.

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

1. Use a range of creative techniques *(for example: play, arts, outdoor activities)* to facilitate and evaluate learning and development.

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

|  |
| --- |
| 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.

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