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

 **Competence 5: Building Purposeful Relationships**

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 key theories and models relating to building relationships with people (For example: Carl Rogers, Richard Nelson, Erikson, Fowler, Kohlberg, Piaget, Westerhoff, Egan)

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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 an understanding of people and relationships from a theological perspective.

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|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practice | Competent | Good | Excellent |
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1. Build appropriate relationships of trust with people, colleagues and appropriate others.

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|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practice | Competent | Good | Excellent |
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1. Make 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. Implement good practice in relationships with people, including appropriate use of power, boundaries, confidentiality and referral.

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|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practice | Competent | Good | Excellent |
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1. Demonstrate effective communication, negotiation, listening and relationship skills.

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|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practice | Competent | Good | Excellent |
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1. Use a range of models of intervention within your practice (e.g. informal education, mentoring, advocacy, pastoral care, discipleship, accompanying) to support people’s change and growth.

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|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practice | Competent | Good | Excellent |
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1. Enable people to explore and make sense of their experiences, and plan and take action.

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|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practice | Competent | Good | Excellent |
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1. Demonstrate the necessary skills and strategies to manage behaviour – including developing positive environments and appropriate discipline.

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|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practice | Competent | Good | Excellent |
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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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