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

**Competence 6: Professional and Ministerial Formation**

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 a range of theological perspectives on youth work and ministry and the nature of mission in your agency context *(e.g. incarnational, relational, catechesis, discipleship)*

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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 the role of faith in the contexts in which you work *(e.g. local community/church ministry, urban/rural, faith-based youth centres, youth work inspired by faith of youth worker, faith in the public square)*

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|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practice | Competent | Good | Excellent |
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1. Understand and apply key youth and community work values (e.g. EDI) to practice issues *(e.g. power and oppression, participation, boundaries)* in a youth work and ministry context.

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|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practice | Competent | Good | Excellent |
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1. Lead an act of worship or reflection appropriate to 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. Facilitate a group with biblical, spiritual or theological content appropriate to your context *(e.g. Church sermon, talk, devotion, short act of worship, share an aspect of faith journey, providing space for a spiritual activity or encounter)*

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|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practice | Competent | Good | Excellent |
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1. Engage in on-going personal spiritual disciplines *(e.g. Sabbath, prayer, retreats, spiritual direction)*

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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 a growing awareness of your vocation to youth work and ministry

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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 a commitment to professional behaviour and continuing professional and ministerial 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 |  |  |  |  |  |  |

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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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