

## Professional Practice Handbook

## Intermediate Level

**This forms the Module Handbook for Intermediate Level**

**Professional Practice Modules**

**YCW229, AM75292-5** **and AM75380-5**

**for the following courses:**

**BA Honours Degree in Youth & Community Work and Practical Theology**

Validated by the University of Gloucestershire, the National Youth Agency and North-South ETS in Ireland

**BA Honours Degree in Schools, Youth & Community Work and Practical Theology**

Validated by the University of Staffordshire and the National Youth Agency

**BA Honours Degree in Youth Work, Communities and Practical Theology**

Validated by the University of Staffordshire and the National Youth Agency

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# Overview of Professional Practice Modules

The aim of the professional practice modules is to develop the skills, knowledge and attitudes that will enable a student to become a qualified youth and community worker. Professional practice modules are assessed throughout the course and focus on developing six areas of competence:

Competence 1: Professional Formation

Competence 2: Building Purposeful Relationships

Competence 3: Learners and Learning

Competence 4: Management, Administration and Developing Service Provision

Competence 5: Participation and Community

Competence 6: Ministerial Formation

The Institute for Children, Youth and Mission (CYM) understands the motive of those working with children, families, young people and communities to be defined by a sense of fulfilling their God-given vocation. All kinds of approaches and methods may be used within the work, but these are situated in an understanding of God’s love and purpose.

Our values are based on CYM’s biblical foundation and on professional principles. We are committed to love, relationship, equality of opportunity, choice, respect, freedom, responsibility, wholeness and justice.

This handbook highlights key aspects professional practice and is designed to serve as a reference point for students, Line Managers and PPTs. The programme is designed to encourage the development of the whole person, as well as professional and academic skills. Students will engage in reflective practice and will be encouraged to integrate material from their taught modules, their own reading, theological reflection and their own spiritual life into the process of writing for the professional practice modules.

By the end of the intermediate level (Year 2) module students will be expected to demonstrate understanding of all the competences and apply them in a wide variety of contexts. This will include some complex and non-routine tasks and a growing sense of responsibility and autonomy. They will demonstrate initiative in developing projects, managing and supervising volunteers and administration and financial management.

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## The Role of the Regional Centre

Nominated staff at the regional centre will oversee professional practice and you will be informed who your point of contact is. They are responsible for:

* Approving professional practice agencies and tutors and providing information and induction for Line Managers and tutors
* Supporting students, agencies and tutors to meet the course requirements
* Convening parity meetings and overseeing assessment
* Dealing with any issues that arise concerning the students professional practice programme

# Professional Practice in Year 2

# Professional Practice Timeline for Year 2

|  |  |  |
| --- | --- | --- |
| Autumn Term | First three-way meeting |  |
| Four professional practice Tutorials |  |
| Professional formation groups |  |
| Complete Directed Task for Competence 3 |  |
|  |  |  |
| Spring Term | Mid-year submission of Portfolio to PPT | Friday 16th January 2015 |
| Three professional practice tutorials |  |
| Professional formation groups |  |
| Regional Centre parity meetings |  |
| Second three-way meeting |  |
|  |  |  |
| Summer Term | Two professional practice tutorials |  |
|  | Professional formation groups |  |
|  | Complete first Alternative Agency hours and documentation |  |
|  | Complete practice agency hours |  |
|  | Complete second Alternative Agency Proposal Form |  |
|  | End of year submission of Portfolio to PPT | Friday 29th May 2015 |
|  | Regional Centre parity meetings |  |
|  | National parity meeting and Exam Board |  |
|  | Results available to tutors and students |  |

# Agency Hours and Requirements

## Main Agency Practice Hours

Students are reminded that to meet the requirements for professional validation, practice is defined as informal education with children and young people whose participation is voluntary.

* Students must undertake 364 hours per year in the main agency
* At least 50% (182 hours) must be face-to-face work with the specified group
* Normally, at least 80% of the face-to-face hours should be with the 13-19 age range
* On the Schools Work degree, at least 50% of the face-to-face hours must be in a school or educational context e.g. FE, Pupil Referral Unit, Young Offenders Institution.
* The remaining practice hours may include:
  + face-to-face work in formal (e.g. assemblies, lessons) or other settings or with other ages
  + preparation, evaluation and administration
  + supervision, management and team meetings
  + research and networking
  + required attendance at worship, Bible study, prayer meetings etc.
* Students may only include hours from up to one week and two weekends residential work per year. No more than 12 hours per day may be counted.

## Timesheets

Students are required to keep a record of their hours on appropriate timesheets, which can be downloaded from myCYM. These should be signed on a weekly or fortnightly basis by the Line Manager.

## The Role of the Line Manager

The Role of the Main Agency Line Manager is a vital one as they serve as the key professional supervisor for the student within the agency. In the second Year Line Managers are responsible for:

* Attending the induction session at the Regional Centre if they did not do so in Year 1
* Managing and supervising the student’s work for the agency
* Ensuring that the work programme enables the student to fulfil the competences at intermediate level
* Meeting regularly with the student, usually at least once a fortnight and signing the student’s completed timesheets
* Assessing the student’s suitability to become a qualified professional worker through the completion of mid-year and end of year appraisal forms
* Formally observing the student’s work once a term
* Attending two three-way meetings
* Releasing students to attend all course commitments
* Communicating to the Regional Centre any concerns or issues regarding the students work or the course, as they arise

## Pastoral and Spiritual Support

Practice agencies must ensure that students are continuing to meet regularly with an independent person for pastoral and spiritual support. This arrangement should be reviewed at this stage of the course and any necessary changes made.

# PP Tutorials and PFGs

## Professional Practice Tutorials

Students will continue to meet with their PPT for one-hour tutorials nine times in the year: four times in Term 1, three times in Term 2 and twice in Term 3. Students are expected to travel to the PPT for meetings unless otherwise agreed with the tutor.

Following the initial meeting of the year, the student should send one or more pieces of work to the PPT at least 48 hours in advance of each tutorial, or as agreed with the tutor. Through the journals and tutorials and through reference to the competences, the tutor seeks to develop the student’s learning and professional practice, and helps ensure that they are able to demonstrate their competence. They should also monitor the agency practice and the student’s hours to ensure that they are not overworking. The tutor marks the student’s portfolio at mid-year and end of year.

## PPTs are responsible for:

* Meeting the student regularly each term for tutorials to support their learning and development as a Christian worker
* Marking work submitted before tutorials
* Chairing two three-way meetings
* Completing two observations of the student’s practice. These will normally be done at the same time as the three-way meetings, and will normally be observations of the student’s practice with young people.
* Completing the tutorial feedback form for the Regional Centre
* Undertaking academic and practice-based assessment of the student, through completing the mid-year and end-of-year assessment
* Attending Regional parity meetings following mid-year and end-of-year assessments.
* Communicating to the Regional Centre any concerns or issues regarding the student’s work or the course, as they arise

## Three Way Meetings

There are two three-way meetings during the year between the student, the main agency Line Manager and the PPT. These take place early in the autumn term and shortly after the mid-year assessment. Three-way meetings are an opportunity to monitor progress and explore issues relating to the student’s work in the agency, their professional development and professional practice assessment. The three-way meeting will usually be arranged by the student and is facilitated by the PPT. Suggested guidelines for these meetings can be found on myCYM.

Potential problems in professional practice should be discussed as they arise within supervision or tutorials, rather than waiting for three-way meetings.

## Professional Formation Groups

All students will continue to be part of a Professional Formation Group (PFG). It is expected that they will take increasing responsibility within these groups during the second year of the course. The groups will meet for the equivalent of 20 hours over the year, although the pattern will differ between Regional Centres.

# Professional Responsibility and Expectations

A key aspect of CYM courses is personal and professional development. Students are reminded that they are expected to behave professionally in their agencies and in all CYM contexts, and are assessed professionally for professional practice modules as well as academically.

## Students are responsible for:

* Attending community week, Regional Centre teaching days, professional practice tutorials and professional formation groups
* Liaising with their PPT and setting up tutorials, observations and three-way meetings
* Submitting work regularly and punctually, at least 48 hours before tutorials, unless otherwise agreed with their PPT
* Setting up their alternative agencies in consultation with their PPT, Line Manager and Regional Centre staff
* Alerting their Line Manager, PPT and Regional Centre of any sickness, issues or difficulties affecting their work
* Acting in accordance with agency and CYM policies and procedures and behaving professionally in all agency and CYM contexts
* Making good use of the supervision and support offered through the agency and CYM

## Students can fail professionally if they:

* Do not attend or are late to Regional Centre teaching days, professional practice tutorials or professional formation group meetings, without professional reasons.
* Fail to submit work to the PPT 48 hours before tutorials (or as agreed).
* Fail to adhere to agency and/or CYM values, expectations, policies and procedures.
* Do not communicate professionally with or within the agency or the Regional Centre.
* Demonstrate unprofessionalism in regard to their attitude, reliability, honesty or integrity.

In serious cases students may be suspended from studies or advised to undertake a non-professionally qualifying course.

# Good Practice Issues

## Attendance

Full attendance at all taught sessions, professional practice tutorials and professional formation groups is both a university requirement and Regional Centre expectation in order to gain the maximum benefit from the course and to contribute to peer learning (a minimum attendance of 80% is a requirement of the professional validation body). The nature of the course means that each teaching session is vital. If a student is unavoidably absent from any part of the course, they should inform the Regional Centre. More than 20% of unauthorized absence may lead to a student being withdrawn from the module in question and they will not be permitted to submit their work for assessment. If students are withdrawn from a module they will normally then have to retake the module the following year with full attendance.

## Abuse of Trust

By the nature of their work, students are in a relationship of trust with the children, young people and families with whom they work. A relationship of trust can broadly be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. This might mean that they have influence over decisions affecting the other person and that the relationship could potentially be distorted by fear or favour. It is vital for all those in positions of trust to understand the power this gives them over those for whom they care and the responsibility they must exercise as a consequence.

An abuse of trust can arise when a worker starts ‘going out’ with, ‘seeing’ or building a more intimate relationship with a young person, service user or client (whether sexual or non-sexual) by text, letter, phone, email or socialising with them. Such a relationship will be intrinsically unequal and is therefore unacceptable. It is also inappropriate since the ‘professional’ relationship of trust is altered. Such abuses of trust will be considered a breach of professional behaviour.

## Conflict of Interest

Within CYM structures, conflicts of interest may arise from time to time. We seek to ensure that all such conflicts are identified, disclosed and managed in a rigorous and transparent way that promotes confidence in the integrity, impartiality and fairness of CYM processes.

## Confidentiality

Journals and directed tasks are seen by PPTs and CYM staff during regional and national parity meetings. This should be borne in mind when students are writing about individuals, groups, organisations or situations. Students should seek as far as possible, to protect the confidentiality of those with whom they work, for example, by using pseudonyms. Issues of confidentiality should also be borne in mind with regard to Evidence of Practice, for example emails, photographs, incident reports etc. Students should demonstrate that they have taken appropriate professional steps to protect the confidentiality of those with whom they work.

If a student or someone they are working with is at risk, appropriate people will need to be informed, following relevant safeguarding procedures. If a student fails an academic module for reasons which call into question their integrity or professionalism, their PPT and Line Manager will be informed. If a student fails a Professional Practice module, their Line Manager will be informed.

If Line Managers or PPTs have any concerns about their student, they should contact the Regional Centre as soon as possible.

# Alternative Agencies

The first Alternative Agency must be completed by the submission date at the end of Year 2. Full information can be found in the Alternative Agency Information Booklet, but this can be summarised as follows.

Students are responsible for finding their own other agencies, which must be approved by the Regional Centre. For the first agency, this should have been done at the end of Year 1. All Regional Centres offer assistance and maintain a list of approved agencies. At least one of the agency Line Managers each year must hold a JNC or equivalent appropriate professional qualification of Level 4 or above.

The alternative agencies will normally meet the following requirements:

* It will be a secular agency in the statutory or third sector that provides a contrasting setting to the main agency. ‘Contrasting’ is defined as an opportunity that enables the student to:
  + Experience different organisational structures and arrangements
  + Follow a programme of work which is new and challenging
  + Have different supervision and line management
* It will support the student’s professional development, including regular supervision with an appropriate Line Manager (If the main agency Line Manager is not JNC qualified or equivalent then the alternative agency Line Managers must be)
* It will adhere to appropriate policies and procedures
* It will hold Employer’s Liability and Public Liability Insurance
* It will meet any expenses incurred by the student as part of their work

The Line Manager should complete the Alternative Agency Line Manager Appraisal Form at the end of the practice. One observation for the Year 2 portfolio must take place in an alternative agency.

Each alternative agency comprises 111 hours, at least half of which must be face-to-face work with service users. On the school’s work degree, one alternative agency should be a school or other educational context, one a youth and community agency. On the youth work degree, at least one alternative agency should be in a community-based setting.

A residential will not normally be considered appropriate.

Students should work with their Professional Practice Tutor to identify the learning outcomes they need from the alternative agency before choosing a suitable agency. Tutors within the Regional Centre may also offer advice and guidance. Students are required to submit their Alternative Agency Line Manager’s Assessment Form, Timesheets, an observation and their second Alternative Agency Proposal form as part of their Intermediate Professional Practice Portfolio.

# The Professional Practice Portfolio

Students are reminded Professional Practice Portfolio is a professional and academic piece of work, which enables students to demonstrate their practice and learning during the year. It is the student’s responsibility to highlight throughout the portfolio where they believe they have demonstrated each competence element. This should be done in written pieces of work by putting the specific competence elements in a side column next to the appropriate point in the document or in brackets within the text itself.

To help students understand what is expected, samples of work from student portfolios are available to download on myCYM.

## Directed Tasks

Directed Tasks are pieces of professional pieces of work such as a piece of Community Research or report. These should be about 2,000 words in length and should always include relevant theory and theological reflection. Where these do not fit easily into the format of the task, students may include reflection on theory and theology as a separate short reflection.

## Reflective Journals

For each competence, students are required to submit one reflective journal.

Reflective journals are pieces of reflective analysis, which enable students to demonstrate competence and critically draw together their reflections on practice, their learning about relevant theory and their theological reflection. All journals should include relevant theory and theology at the appropriate level. They should demonstrate an understanding of good professional work and an ability to practise competently as a Christian worker.

Reflective journals should be between 1000 and 2000 words, and may take different formats. These may include an overview of the student’s practice in the competence concerned or a critical reflection on a specific incident or experience. They focus critically on the student’s actions, interactions with others, decision-making, feelings, reflections, strengths, weaknesses, learning, progress and proposals for future development.

## Evidence of Practice

Evidence of the student’s practice forms a critical part of the portfolio and should enable students to demonstrate competence elements in a range of contexts. Three to six pieces of evidence are required for each competence. Evidence may be presented in different formats e.g. reports, presentations, mini-portfolios, using a variety of media such as photographs, video and art work.

The format and number of pieces of evidence submitted should be agreed in advance with the PPT. Coursework from academic modules may not be used as evidence. Each piece of evidence should be accompanied by an introductory sheet, explaining what it is, setting it in the practice context and indicating clearly which competence elements the student believes they have evidenced through it. Suggestions for evidence are provided for each competence but students are encouraged to think more broadly than this where possible. Some pieces of evidence may be specified as requirements for a particular context. Students are encouraged to begin to save evidence of practice from the beginning of the year.

Please note that because evidence of practice is a core part of the portfolio students are expected to approach this in an analytical and professional way. The evidence should be of good quality and should be well-presented, with sufficient sophistication to genuinely demonstrate the student’s practice. The introduction to the evidence should be reflective, analytical and thorough.

**Observations**

As part of their evidence of practice students are required to submit one observation of practice for each competence. The observations should be from at least three different contexts. In Year 2 three should be from the main agency Line Manager, two from the PPT and one should be done within one of the Alternative Agencies. It is the student’s responsibility to negotiate with observers what they wish to be observed on, to ensure that observers are well-briefed and to provide the relevant forms, which can be downloaded from myCYM. PPTs may specify the context in which they wish to observe the student’s practice.

## Presentation of Portfolios

Portfolios for mid-year and end of year should be presented in a ring binder or lever arch file, clearly divided into sections with appropriate dividers, clearly marked and in the following order:

* Submission Sheets
* Assessments. Please note that at end of year all the mid-year assessments should be included.
* Timesheets.
* Each of the six competences in a separate section. All the work for each competence should be submitted in the appropriate section (including observations and additional evidence).
* All work which has been marked by the PPT and subsequently rewritten should be submitted in a separate section at the back of the folder.

Please also note the following guidelines:

* Plastic wallets should not be used, unless they are for presenting or holding together additional evidence.
* There should be a grid at the beginning of each competence, which should indicate which competence element you believe you have demonstrated in each piece of work submitted.
* Journals should be single line spaced, but do not have to be double-sided.
* Pages should **not** be stapled together, but should be numbered using the system which indicates the total number of pages in the journal/directed task e.g. ‘Page 1 of 5’.
* Each journal and directed task should have its own Bibliography and should be properly referenced.

## Submission

A full submission checklist for the Year 2 Portfolio can be found in the Assessment Documentation on myCYM.

## Assessment Decisions

In Year 2 the mid-year assessment is not a formal assessment, but gives a clear indication of the student’s professional progress. The student will be advised as to whether they are on target or not on target to demonstrate the competences at Intermediate Level by the end of the year.

At mid-year and end of year portfolios are taken to Regional Centre Parity meetings. At the end of the year portfolios also go through a National Parity process to ensure parity across the Regional Centres.

# Competence 1: Professional Formation

You need to be able to demonstrate the following knowledge, skills, attitude and theological engagement in a range of situations, at the appropriate level. Relevant theory and theological reflection should be integrated throughout.

### Understanding

1. Have an understanding of the values of the different agencies with whom you work.
2. Be clear about and critique your role in a range of contexts *(for example as a representative of the faith, profession, organisation and CYM).*
3. Have a developing response to your vocation that recognizes your accountability to God, the profession and stakeholders.

### Practice

1. Demonstrate a consistent application of your value base in practice that is in line with that of your agency and the profession.
2. Make effective use of supervision and course structures *(including for example*: *self-management and development, personal support, line management and spiritual direction / mentoring).*
3. Create and engage in good practice that recognises and values difference and deals constructively with conflict.
4. Demonstrate a commitment to professional behaviour and to continuing professional and spiritual development.

## Your submission for this competence should include:

### A grid showing which pieces of work have demonstrated which competence element

### Directed Task

Undertake a reflective analysis of your personal and professional values, identifying how they have been shaped and how you integrate them within your work and ministry. Make reference to your own practice and your Professional Practice Agency/ies. (2000 words)

### Reflective Journal

### Evidence of Practice

### You should include 3-6 pieces of evidence with introductory sheets.

### These should include:

* An observation of practice
* The Professional Formation Group Tutor’s Appraisal Form
* The second Alternative Practice Proposal Form.

Other suggestions for evidence of practice for Competence 1 (think more broadly where possible):

* Extracts from a learning or reflective journal.
* Notes or reflections from a meeting with your supervisor or mentor.
* Reflections or notes from your engagement with a self-development model (eg. your Myers Briggs profile)
* Certificate from a training event or course you have attended.
* Time management plans or tools.

# Competence 2: Building Purposeful Relationships

You need to be able to demonstrate the following knowledge, skills, attitude and theological engagement in a range of situations, at the appropriate level. Relevant theory and theological reflection should be integrated throughout.

### Understanding

1. Develop an understanding of people and relationships from a theological perspective.
2. Understand the strengths and weaknesses of a number of roles within your professional practice *(for example: mentor, advocate, discipler, pastor, adviser).*
3. Have an awareness of the diversity of cultures within your field and the implications of this for practice.

### Practice

1. Use a range of models of intervention *(for example: mentoring, advocacy, accompanying, pastoral care, discipling)* in response to identified needs, to enable change and growth.
2. Demonstrate the necessary skills and strategies to manage behaviour – including developing positive environments and appropriate discipline.
3. Empower individuals and groups to address issues, including managing transitions and/or responding to trauma.

## Your submission for this competence should include:

### A grid showing which pieces of work have demonstrated which competence element

### Directed Task

Critically analyse at least three models of intervention that you have used in your practice with individuals and/or groups, in response to identified needs (*for example: mentoring, coaching, accompanying, advocacy, informal education, pastoral care, supervision*). (Guide length 2000 words)

### Reflective Journal

### Evidence of Practice

### You should include 3-6 pieces of evidence with introductory sheets.

### These should include an observation

Other suggestions for evidence of practice for Competence 2 (think more broadly where possible):

* Feedback from others about work undertaken reflecting your communication or people-skills.
* Materials you have developed to help young people explore issues relating to them.
* Photographs of work you have undertaken.
* Photographs of materials produced by young people in a session
* Reflections or notes from a mentoring or one-to-one session you have facilitated
* An intervention plan designed for use with a group
* A behaviour policy you have written or developed
* Ground rules agreed with young people

# Competence 3: Learners and Learning

You need to be able to demonstrate the following knowledge, skills, attitude and theological engagement in a range of situations, at the appropriate level. Relevant theory and theological reflection should be integrated throughout.

### Understanding

1. Understand and apply a variety of learning styles.
2. Demonstrate an awareness of the different approaches to curriculum and an understanding of its importance *(e.g. ECM, National Schools Curriculum*, *Youth Work Curriculum etc.)*
3. Have a developing understanding of learning and development from a theological perspective.

### Practice

1. Work with learners and/or appropriate others to design, develop and evaluate activities that contribute to their learning and development.
2. Manage the learning process, including needs analysis, planning, and recorded or accredited outcomes.
3. Enable learners to identify learning and achievement and transfer learning and skills   to other contexts.
4. Facilitate groups effectively in a range of contexts.

## Your submission for this competence should include:

### A grid showing which pieces of work have demonstrated which competence element

### Directed Task

Create a work plan for a range of work within your agency over a specified period (minimum of a term, maximum of a year). This should include needs’ assessment, curriculum planning and development, aims, outcomes and methods of evaluation. Comment on its relevance to the curriculum and theological principles (due to the nature of this task it is recognised that more than 2000 words may be required). A recommended framework for this task is below. *(This task should be completed in Term 1 as part of the student’s planning for the year)*

Recommended Framework:

**Part 1** – Social context (brief summary of the social context of the work)

**Part 2** – The agency (summary of values, aims, objectives, resources, partners, etc)

**Part 3** - Needs analysis (including universal, organisational, group and individual needs – with evidence of good practice regarding participation and empowerment in the methods used)

**Part 4** - Provision for each group/project/area (e.g. Mentoring, single sex, group work, detached project, etc.). This can be done in the form of a table and should include:

* Brief description of approach, content (themes, methodologies etc.) and process.
* Timescale of work (on-going/8 week project etc.)
* Resources employed (Human, physical, financial, information)
* How this relates to a specific youth work curriculum (see below for suggestions of these)
* Identify accreditation/certification/achievement opportunities

Sources of examples of and information about youth work curriculum:

* Ingram and Harris (2001) *Delivering Good Youth Work*, Lyme Regis: Russell House Publishing
* Your local authority curriculum which can usually be accessed via a Google search.
* Merton & Wylie (2002) *Towards a Contemporary Curriculum for Youth Work*, Leicester: NYA
* *Planning the Way: Guidelines for Developing your Youth Work Curriculum* Leicester: NYA

Students should include reflection on how the curriculum reflects the priorities identified in Government policy with reference, for example, to <https://www.gov.uk/government/organisations/cabinet-office/series/positive-for-youth>

Ireland Centre specific information – students should reflect on how their provision meets the outcomes of the 10 year strategy for Children and Young People from the Office of the First Minister and Deputy First Minister (<http://www.ofmdfmni.gov.uk/index/equality/children-young-people/children-and-young-people-strategy.htm>)

**Part 5** – Evaluation methodology – formative and summative.

**Part 6** – Theoretical and theological reflection including critical reflection on core youth and community work values, current government policy, theology and educational philosophy.

The format for this task should be a report, apart from Part 6, which should be more discursive.

### Reflective Journal

### Evidence of Practice

### You should include 3-6 pieces of evidence with introductory sheets.

### These should include an observation.

Other suggestions for evidence of practice for Competence 3 (think more broadly where possible):

* A learning plan you have developed to use with an individual or group.
* Feedback from others about sessions you have facilitated.
* Evaluation evidence from sessions you have facilitated.
* Video of you delivering a presentation.
* Materials developed to assist in conflict resolution in groups.
* Case study of a situation where you have assisted in resolving conflict in a group.
* Powerpoint and/or notes from a presentation you have given with a learning focus.
* Training materials you have developed.

# Competence 4: Management, Administration & Developing Service Provision

You need to be able to demonstrate the following knowledge, skills, attitude and theological engagement in a range of situations, at the appropriate level. Relevant theory and theological reflection should be integrated throughout.

### Understanding

1. Develop an understanding of different approaches to management and leadership including your own practice.
2. Be familiar with legal and policy frameworks relating to staff and volunteers.

### Practice

1. Recruit, appoint and supervise staff and volunteers. Implement appropriate staff and volunteer development.
2. Demonstrate skills in assessment, analysis and strategic thinking.
3. Manage the work effectively *(for example: prioritize resources, manage budgets, personnel and buildings and produce business and development plans).*
4. Develop and maintain appropriate strategic networks and partnerships *(for example: with other local service providers, parents, families, specialist agencies).*
5. Provide information and proposals to assist policy formation and the improvement of practices and service provision.

## Your submission for this competence should include:

### A grid showing which pieces of work have demonstrated which competence element

### Directed Task

Develop a business plan for a new piece of work in your agency.  This should normally include:

* Context, including history, values and mission of agency and how the proposed piece of work fits within these

Needs analysis including review of current provision, consultation with relevant stakeholders and rationale for proposed piece of work

* Aims, objectives and intended outcomes
* Detailed outline of proposed piece of work
* Management and ownership
* Budget and other resource implications (eg staffing, training needs)
* Monitoring and evaluation processes
* Performance and/or output indicators

                                                             (Guide length 2000 words).

### Reflective Journal

### Evidence of Practice

### You should include 3-6 pieces of evidence with introductory sheets.

### These should include an observation

Other suggestions for evidence of practice for Competence 4 (think more broadly where possible):

* Feedback or notes from a meeting you have facilitated.
* Feedback from others about work undertaken, showing your leadership or teamwork skills.
* Notes from meetings where you have supervised others.
* Notes from team meetings you have led.
* An action plan for a short term project.
* A training or development plan for your team.
* Policies, procedures or plans you have produced and/or developed.
* A budget you have drawn up for an event or project.
* Proformas and paperwork you have designed for a residential or special event.
* A recruitment process or induction plan you have designed for new volunteers.

# Competence 5: Participation and Community

You need to be able to demonstrate the following knowledge, skills, attitude and theological engagement in a range of situations, at the appropriate level. Relevant theory and theological reflection should be integrated throughout.

### Understanding

1. Have an understanding of the history and development of your agency, its mission, goals and aims and its place in the community.
2. Have an understanding of the key community work skills and approaches *(for example: community action, community education, community development, family welfare).*
3. Demonstrate an understanding of missiology and culture and how it impacts on the work.

Practice

1. Demonstrate a knowledge of good practice in enabling participation and overcoming barriers.
2. Demonstrate community work skills.
3. Enable young people to be active citizens, understanding their role in their communities, communicating their perspective and developing influence over people and situations.

## Your submission for this competence should include:

### A grid showing which pieces of work have demonstrated which competence element

### Directed Task

Undertake a piece of development work with your agency, ideally arising from the needs identified in your community profile completed at Basic/Foundation level. Evaluate it using the NAOMIE framework. (Guide length 2000 words)

NB. The NAOMIE model can be found in Gina Ingram and Jean Harris (2001) *Delivering Good Youth Work* Lyme Regis: Russell House Publishing Ltd. p.20

### Reflective Journal

### Evidence of Practice

### You should include 3-6 pieces of evidence with introductory sheets.

### These should include an observation

Other suggestions for evidence of practice for Competence 5 (think more broadly where possible):

* A presentation you have given on the history and values of your agency.
* Notes or reflections you have taken from a community meeting.
* Feedback from others within the community about work you have undertaken.
* Relevant emails sent or received.
* A piece of work you have accomplished collaboratively with other community groups.
* Copies of publicity you have designed for a community event or group – posters, leaflets, information sheets etc.
* A directory of information highlighting local community provision.

# Competence 6: Ministerial Formation

You need to be able to demonstrate the following knowledge, skills, attitude and theological engagement in a range of situations, at the appropriate level. Relevant theory and theological reflection should be integrated throughout.

### Understanding

1. Understand a variety of theological perspectives on ministry.
2. Be aware of a range of approaches to pastoral care and mission.
3. Understand and apply key practice issues *(for example: power and oppression, participation, boundaries)* to a ministry context.

### Practice

1. Lead an act of worship appropriate to your context.
2. Preach or teach with biblical or theological content
3. Facilitate theological reflection for individuals and groups
4. Combine personal spiritual disciplines with engaging in wider spiritual resources of Christian community *(for example: retreats, spiritual direction)*

## Your submission for this competence should include:

### A grid showing which pieces of work have demonstrated which competence element

### Directed Task

Write critical reflection of your practice with an individual or group where you facilitated them to develop spiritually and/or reflect theologically.  (2000 words)

### Reflective Journal

### Evidence of Practice

### You should include 3-6 pieces of evidence with introductory sheets.

### These should include an observation

Other suggestions for evidence of practice for Competence 6 (think more broadly where possible):

* Extracts from a personal or spiritual journal
* Feedback from others about your ministry.
* Worship, prayer or study materials you have developed.
* A case study you have written about someone you have been caring for pastorally.
* Materials you have developed to help people connect faith to their context.
* Examples of tools you use for personal reflection on your ministry.
* Sermon notes, visuals and/or photographs.
* An action plan for your future ministerial development.
* A reflection on your exploration of a spiritual discipline or approach you haven’t tried before (eg. fast, pilgrimage, art journal, labyrinth)

# Module Descriptor for University of Gloucestershire

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| --- | --- |
| **Code** | YCW229 |
| **Title** | Professional Practice: Intermediate |
| **Tutor** | Jo Whitehead |

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| **School** |  |

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| **Brief description** | This module will enable the student to develop and demonstrate the competences of a professional and Christian youth and community worker, which may include work with children, families and schools. It will include significant practice hours as a Christian youth worker and the development and demonstration of theological engagement with youth and community work practice. The student’s work is monitored and assessed by a Professional Practice Tutor who meets the criteria laid down for JNC qualifying courses. |

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| **Level of study** |  |

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| **CAT points** | 30 |
| **Approved base location** | Validated: delivered by a collaborative partner through an approved validated arrangement. |
| **Prerequisites** | Professional Practice: Foundation |
| **Corequisites** | None |
| **Restrictions** | Cannot be counted with YCW229, YPT229 or YO5229 |
| **Indicative syllabus** | The module will provide the opportunity to develop and demonstrate knowledge, skills, attitudes and theological reflection within the six competences designated by the course as required of a Christian Youth Worker within the wider context of youth & community work which includes work with children, families, schools, and meeting the benchmark for professional qualification. These are:  1. Professional Formation  2. Building Purposeful Relationships  3. Learners and Learning  4. Management, Administration and Developing Service Provision  5. Participation and Community  6. Ministerial Formation |
| **Learning outcomes** | A student passing this module should be able to:  1. Understand key professional standards and demonstrate how professional values are formed and translated into practice in a range of situations.  2. Understand the role of a youth and community worker and the key principles, curriculum and methodologies of youth and community work in context.  3. Work within the core principles, values and practice of Christian youth ministry and professional youth and community work, demonstrating a commitment to equal opportunities and maintaining appropriate boundaries of role, relationship and intervention including more complex situations.  4. Operate as a reflective practitioner, demonstrating judgment, problem-solving and critical analysis skills and adapting practice in response to feedback.  5. Research, design, implement and evaluate a contextually appropriate programme of informal education within the agency, demonstrating skills in management and administration, including managing others.  6. Demonstrate personal initiative, teamwork skills and leadership skills.  7. Demonstrate communication and listening skills |
| **Learning and teaching activities** | Scheduled Teaching and Learning Activities 35 hours  Individual Guided Learning 83 hours  Placement 182 hours |

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| **Assessment** |  |

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| **Special assessment requirements** | Students must pass this module academically and professionally. |
| **Indicative resources** | Ballard P & Pritchard J, Practical Theology in Action, SPCK, 1996.  Creasey Dean K, Practicing Passion, Wm B Eerdmans, 2006.  Doherty T & Horne T, Managing Public Services, Routledge, 2002.  General Synod of the C of E,  Children in the Midst: Theology, Principles & Curriculum elements  for training people to work among children, 2005.  Harrison R et al (eds). Leading Work with Young People, OU, 2007.  McGrath AE, Christian Theology: An Introduction, Blackwell, 2001.  Montgomery H & Kellett M (eds). Children and Young People’s Worlds, Policy Press, 2009.  Sapin, K,  Essential Skills for Youth Work Practice,  Sage, 2008.  Taylor A, Responding to Adolescents, Russell House, 2003.  Young K, The Art of Youth Work, Russell House, 2006. |
| **Date of approval** |  |
| **Revision dates** | Learning Outcomes revised April 2013  Assessment revised April 2013 |
| **External Examiner** | Jess Bishop |

# Module Descriptor for Staffordshire University

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| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Code:** | AM75292-5 | **Version:** | 4 | **Approval Status:** | | Valid Current | | | **Title:** | PROFESSIONAL PRACTICE (INTERMEDIATE) SCHOOL, YOUTH AND COMMUNITY WORK | | | | |  |  | | **Section:** | Arts and Creative Technologies | | |  |  | **Level:** | 5 |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Contact** | | **E-mail Address** | | | | **VLE** | | JO WHITEHEAD | | [J.WHITEHEAD@STJOHNS-NOTTM.AC.UK](mailto:J.WHITEHEAD@STJOHNS-NOTTM.AC.UK) | | | | Blackboard | |  | |  | | | **Registration Conditions** | | | | **Module Version Condition Text** | | | | None | | | |  | | | | **Module Details** | | | | | | | | Assessment Details | | A PORTFOLIO weighted at 100%.   100% Coursework: Practice Portfolio consisting of 12 reflective journals, 6 directed tasks, 6 observations and self, peer and tutor evaluations.  Assess Learning Outcomes 1-8 | | | | | | Indicative Content | | This module will enable the student to develop and demonstrate the competences of a professional and Christian youth and community worker, which may include work with children, families and schools. It will include significant practice hours as a Christian youth worker and the development and demonstration of theological engagement with youth and community work practice. The student's work is supervised and assessed by a Fieldwork Tutor who meets the criteria laid down for JNC qualifying courses. | | | | | | Learning Strategies | | This module incorporates several inter-related learning strategies. The interactive learning groups will provide lectures and seminars involving a combination of group activities, student led work, simulations, skills practice, discussion etc. The independent study provides opportunity for reading, library based and online research. The remote learning in the professional practice work place will help develop professional skills. | | | | | | Resources | | Interactive whiteboard and data projectors  On-site library and internet access to Staffordshire University Library Access to internet connected PCs  Appropriately equipped and accessible lecture rooms Practice based: appropriately equipped office/study space, admin support, meeting rooms, art/craft resources, volunteer team | | | | | | Texts | | Ballard, P and Pritchard, J. (2006) Practical Theology in Action. London, SPCK. Brierley, D. (2003) Joined Up. Carlisle, Authentic. Ingram, G and Harris, D. (2001) Delivering Good Youth Work. Lyme Regis, Russell House.  Nash, S, Pimlott, J and Nash, P. (2008) Skills for Collaborative Ministry. London, SPCK. | | | | |  |  |  | | --- | --- | | **Learning Outcome** | | | 1. DEMONSTRATE UNDERSTANDING OF THE COMPETENCES AS KEY PROFESSIONAL STANDARDS. | Learning | | 2. APPLY KNOWLEDGE OF HOW VALUES ARE FORMED AND TRANSLATED INTO PRACTICE. | Knowledge & Understanding | | 3. INTERPRET THE ROLE OF A SCHOOLS, YOUTH AND COMMUNITY WORKER WITHIN THE WIDER CONTEXT OF YOUTH, SCHOOL AND COMMUNITY WORK. | Enquiry | | 4. CONNECT THE KEY PRINCIPLES, CURRICULUM AND METHODOLOGIES OF SCHOOLS, YOUTH AND COMMUNITY WORK. | Analysis | | 5. WORK WITHIN THE CORE PRINCIPLES, VALUES AND PRACTICE OF CHRISTIAN YOUTH MINISTRY AND PROFESSIONAL SCHOOLS, YOUTH AND COMMUNITY WORK, USING REFLECTIVE PRACTITIONER AS A PROFESSIONAL TOOL. | Application | | Reflection | | 6. DEVELOP MINISTRY AND INFORMAL EDUCATIONAL OPPORTUNITIES. | Problem Solving | | 7. SHOW APPROPRIATE BOUNDARIES OF ROLE, RELATIONSHIP AND INTERVENTION, DEMONSTRATING A COMMITMENT TO EQUAL OPPORTUNITIES, EQUITY AND DIVERSITY. | Application | | Reflection | | 8. CONDUCT RESEARCH, DESIGN, IMPLEMENT AND EVALUATE AN APPROPRIATE PROGRAMME OF INFORMAL EDUCATION WITHIN THE AGENCY. | Problem Solving |  |  | | --- | |  | |

# Assessment Criteria for Intermediate Level Professional Practice Modules

Professional Practice Tutors are expected to grade each individual competence as a **complete** unit including directed tasks, journals, observations and evidence.

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| Grade | Mark | Definitions | Explanation of Definitions | *Evidence and Assessments* |
|  | 80-100% | The student has fulfilled all the requirements of an ‘A’ grade but the submission demonstrates the additional qualities highlighted. | The journals and tasks demonstrate excellent self-awareness and a sophisticated understanding of reflective practice. Reflection on practice, theory and theology are very well integrated and the submission as a whole has originality and a sense of flow and cohesion. | The student has shown a very high level of ability and professionalism, with sophisticated awareness of their roles and responsibilities as a professional in a range of contexts. They have engaged in nuanced and insightful self-assessment |
| A | 70-100% | The student demonstrates an outstanding ability to critically evaluate themselves as a professional practitioner in relation to each competence. They have a critical and theological understanding of each competence, and the consequent implications for their practice. The student shows a critical personal frame of reference for practice, with reference to reading, other aspects of the course, theory and theological reflection. | The journals and tasks have an economy of words, clarity of expression and fresh insights. A breadth and depth of reading, very good grasp of issues, ability to link issues across competences. The analysis shows considerable sophistication with originality of thought. Sophisticated theological reflection drawing from relevant sources and using a range of approaches. | The student has shown a high degree of ability, clearly demonstrating good practice in a variety of areas, with a grounded awareness of their roles and responsibilities as a professional. They demonstrate an ability to enable others to develop their practice. They have worked with originality and skill and with critical intention and demonstrate excellent self-awareness in their self-assessment. |
| B | 60-69% | The student demonstrates the ability to critically evaluate themselves as a practitioner in relation to the competences. They have a critical and theological understanding of the competences. The student has a personal framework for their practice, with reference to reading, other aspects of the course, theory and theological reflection. They demonstrate a developed and perceptive use of reflective skills. | Journals and tasks are well-written and thorough, with conclusions followed through. There is a wide reading and a fair grasp of facts and issues and awareness of links across competences. Analytical comprehension with critical and original thinking. Relevant theological reflection is integrated throughout. | A demonstration of good professional practice, in different areas that clearly reflects the core principles of the work. Marked progress in areas of weakness and evidence of learning and growing. Their practice reflects their personal framework and understanding and the self-assessment reflects good self-awareness. |
| C | 50-59% | The student demonstrates the ability to evaluate themselves as a practitioner in relation to the competences. They demonstrate clear understanding and spiritual/theological awareness of the competences and their professional role. They show good self-awareness and reflective skills. | The writing is clear and accurate, with some originality, conclusions well founded. Evidence of reading and grasp of ideas/examples in limited range. Shows understanding with some critical and original thinking. Some relevant theological reflection. | Shows good understanding of the principles of professional work, emulating good practice. The student recognises their practice strengths and shows willingness to develop areas of weakness. They demonstrate self-awareness. |
| D | 41-49% | The student demonstrates some ability to evaluate themselves in relation to the competences. They demonstrate a sufficient understanding of each competence (knowledge, skills and spiritual/theological awareness). The student shows an adequate level of self-awareness and reflective skills. | Adequate, fairly clear, makes points although limited. The portfolio is quite descriptive, with little critical awareness. There is limited evidence, which is not well inter-related, although shows some understanding of links between theory and practice. Theological reflection is present but not well integrated. | A demonstration of good practice, reflecting an understanding of the values of professional work. The student’s practice shows their ability to work effectively with groups and/or individuals. |
| R | 30 – 39% | A mark given in this age range will automatically enable a candidate to re-submit. | Inadequate, disconnected, careless, conclusions not well-founded. Little evidence of reading and poor comprehension of links between theory and practice. Mostly descriptive with little critical awareness and very little theological reflection. | Some attempt at good practice but confused. Struggles to work with groups and/or individuals. Little or no understanding of the professional role. |
| F | 1 – 29% | Fail - the student is not competent and is not un-safe to work with children, young people and/or vulnerable adults. The student could take the module again. | Muddled, poor expression, errors. Draws no conclusions. No evidence of reading and little engagement with the subject. Entirely descriptive with wrong assertions and/or insufficient or misinterpreted evidence | Unable to demonstrate good practice. Unable to engage appropriately with groups and/or individuals. |
| N | 0 | Fail – the student is not competent and is not considered to be safe to work with children, young people and/or vulnerable adults. The student will not be allowed to take the module again |  | Unfit to practice, no understanding of the role, or practice is deemed unsafe, or not working to Safeguarding guidelines. |

# Accessing Professional Practice Documentation from MyCYM

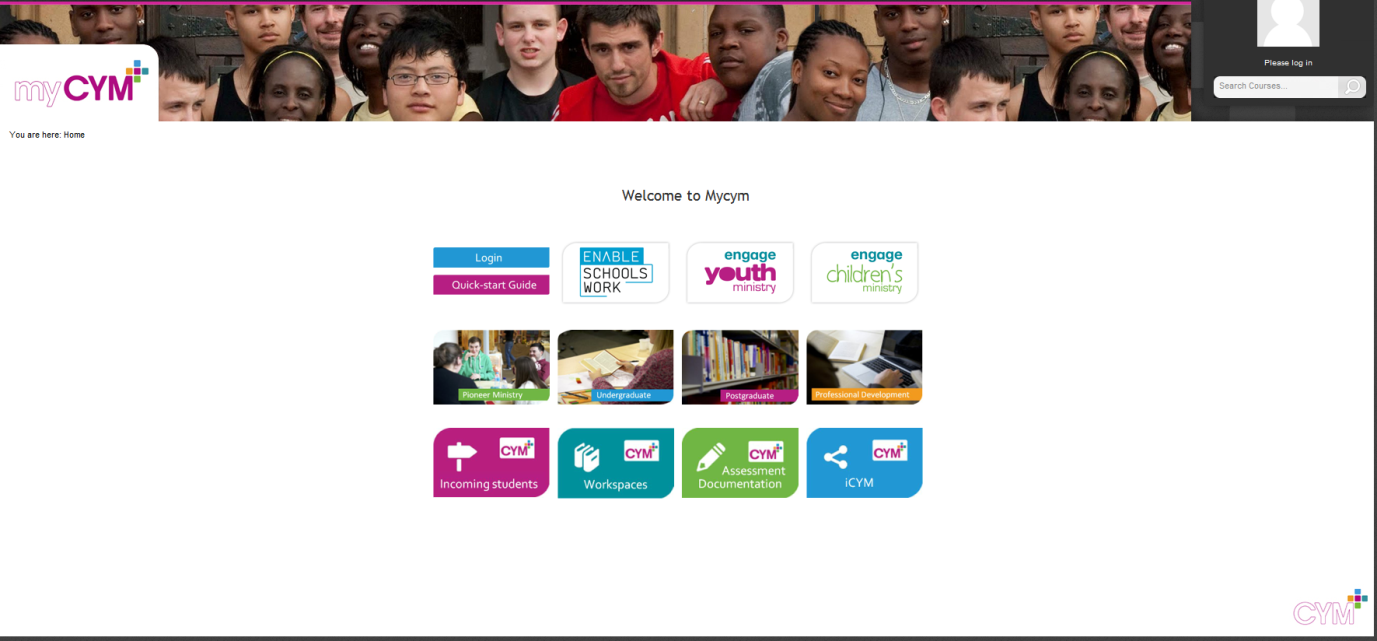
Professional Practice Proformas for Students, Line Managers, Professional Practice Tutors and Professional Formation Group Tutors are available on myCYM.

In addition to this, all CYM policies and procedures can be downloaded here, as well as various resources designed to support student learning.

**Line Managers, Professional Practice Tutors and Professional Formation Group Tutors** can access all Professional Practice handbooks and proformas via the Public Access link off myCYM Home page (see below) – [www.mycm.info](http://www.mycm.info)

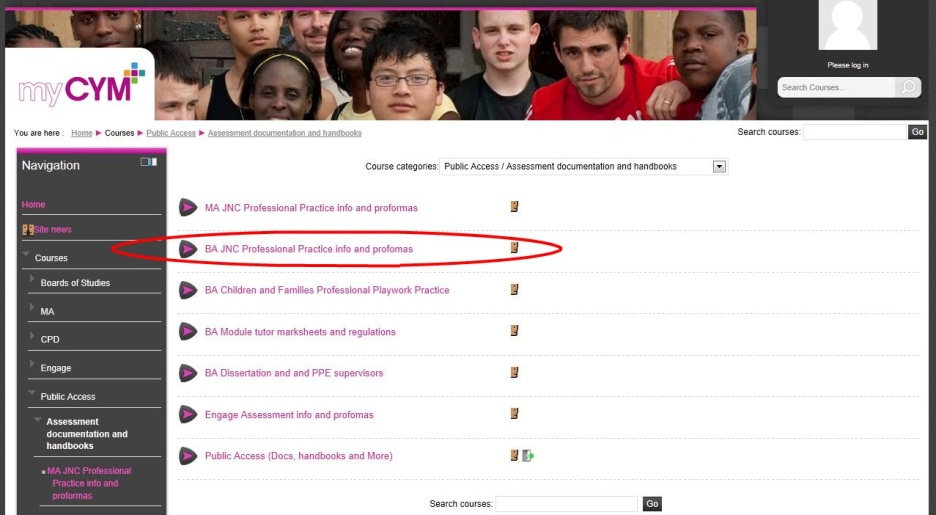
**Students** can access all Professional Practice handbooks and proformas via the Public Access link off myCYM Home page (see below) or find these and further relevant resources on the JNC Professional Practice module pages.

1. Click on the ‘Public Access’ link on the myCYM home page.



continues overleaf….

1. Select the ‘BA Professional Practice info and proformas’ link



# Contact Information for CYM Core Services and Regional Centres

### CYM Core Services

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Clare Sheppard Higher Education Systems Officer

CYM

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