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| **Bangor University: MBSR/MBCT Teaching Practice Competence Assessment Module** | | | | | | | | | | |  | | |  | | | |  | | |  | |  |  | |  | | | | | | | | | | | |
| **Student Name:** | | | | | | | |  | |  | | |  | | |  | | | **Moderator:** | | | | | | | | | | | | | | |  | | |
| **Marker Name:** |  | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Domain** | | Key features | Not competent | | | | | | Beginner | | | | | | | | Advanced  beginner | | | | | | | | Competent | | | | Proficient | | | Advanced | | | | |
|  | | ***Marking Range for students being assessed as part of Mindfulness-Based Approaches post graduate programmes at Bangor University*** | 0%  F4 | 5%  F3 | 15%  F2 | | 25%  F1 | | 32%  E- | | | 35%  E | | | 38%  E+ | | 42%  D- | | | 45%  D | | 48%  D+ | | | 52%  C- | | 55%  C | 58%  C | 62%  B- | 65%  B | 68%  B+ | 74%  A- | 80%  A | | 87%  A+ | 95%  A\* |
| **1. Coverage, pacing and organisation of session curriculum** | | *Adherence to curriculum  Organisation of teacher, room and materials  Responsiveness and flexibility in adhering  Appropriateness of themes and content  Session flow and pacing* |  |  |  | |  | |  | | |  | | |  | |  | | |  | |  | | |  | |  |  |  |  |  |  |  | |  |  |
| **2. Relational skills** | | *Authenticity and potency  Connection and acceptance  Compassion and warmth  Curiosity and respect Mutuality* |  |  |  | |  | |  | | |  | | |  | |  | | |  | |  | | |  | |  |  |  |  |  |  |  | |  |  |
| **3. Embodiment of mindfulness** | | *Present moment focus*  *Calm and alertness*  *Present moment responsiveness*  *Attitudinal foundations*  *Person of the teacher* |  |  |  | |  | |  | | |  | | |  | |  | | |  | |  | | |  | |  |  |  |  |  |  |  | |  |  |
| **4. Guiding mindfulness practices** | | *Language – precise and spacious  Elements to consider when guiding  Key learning for each practice available* |  |  |  | |  | |  | | |  | | |  | |  | | |  | |  | | |  | |  |  |  |  |  |  |  | |  |  |
| **5. Conveying course themes through inter-active teaching** | | *Experiential focus  Layers within the inquiry process  Conveying learning  Teaching skills  Fluency* |  |  |  | |  | |  | | |  | | |  | |  | | |  | |  | | |  | |  |  |  |  |  |  |  | |  |  |
| **6. Holding of group learning environment** | | *Learning container*  *Group Development*  *Common humanity*  *Leadership style* |  |  |  | |  | |  | | |  | | |  | |  | | |  | |  | | |  | |  |  |  |  |  |  |  | |  |  |
|  | | **Final Average Mark (Mean of all six domain scores):** |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| **MINDFULNESS-BASED INTERVENTIONS: TEACHING ASSESSMENT CRITERIA – COMMENTARY SHEET**  **(please anchor comments to key features and to session)** | | |
| **Domain** | **Teaching strengths** | **Learning needs** |
| 1. **Coverage, pacing and organisation of session curriculum**   Adherence to curriculum  Responsiveness and flexibility within adherence  Appropriateness of themes and content  Organisation of teacher, room and materials  Session flow and pacing | KF1  KF2  KF3  KF4  KF5 | KF1  KF2  KF3  KF4  KF5 |
| 1. **Relational skills**   *Authenticity and potency*  *Connection and acceptance*  *Compassion and warmth*  *Curiosity and respect*  *Mutuality* | KF1  KF2  KF3  KF4  KF5 | KF1  KF2  KF3  KF4  KF5 |
| 1. **Embodiment of mindfulness**   *Present moment focus*  *Present moment responsiveness*  *Calmness and vitality*  *Attitudinal qualities*  *Natural presence of the teacher* | KF1  KF2  KF3  KF4  KF5 | KF1  KF2  KF3  KF4  KF5 |
| 1. **Guiding mindfulness practices**   *Precise, spacious, accessible language*  *Key learning for each practice available*  *Considers elements when guiding* | KF1  KF2  KF3 | KF1  KF2  KF3 |
| 1. **Conveying course themes through interactive inquiry and didactic teaching**   *Experiential focus*  *Layers within the inquiry process*  *Teaching skills/ conveying learning*  *Fluency, confidence, ease* | KF1  KF2  KF3  KF4 | KF1  KF2  KF3  KF4 |
| 1. **Holding the group learning environment**   *Learning container*  *Group development*  *Personal to universal*  *Leadership style* | KF1  KF2  KF3  KF4 | KF1  KF2  KF3  KF4 |
| **Overall feedback** |  | |