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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 respectMutuality* |   |  |  |   |   |  |   |   |  |   |   |  |   |   |  |   |   |  |  |   |
| **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 curriculumResponsiveness and flexibility within adherenceAppropriateness of themes and content Organisation of teacher, room and materials Session flow and pacing | KF1KF2KF3KF4KF5 | KF1KF2KF3KF4KF5 |
| 1. **Relational skills**

*Authenticity and potency* *Connection and acceptance* *Compassion and warmth* *Curiosity and respect**Mutuality* | KF1KF2KF3KF4KF5 | KF1KF2KF3KF4KF5 |
| 1. **Embodiment of mindfulness**

*Present moment focus* *Present moment responsiveness* *Calmness and vitality* *Attitudinal qualities**Natural presence of the teacher* | KF1KF2KF3KF4KF5 | KF1KF2KF3KF4KF5 |
| 1. **Guiding mindfulness practices**

*Precise, spacious, accessible language**Key learning for each practice available* *Considers elements when guiding* | KF1KF2KF3 | KF1KF2KF3 |
| 1. **Conveying course themes through interactive inquiry and didactic teaching**

*Experiential focus* *Layers within the inquiry process* *Teaching skills/ conveying learning* *Fluency, confidence, ease* | KF1KF2KF3KF4 | KF1KF2KF3KF4 |
| 1. **Holding the group learning environment**

*Learning container* *Group development**Personal to universal**Leadership style* | KF1KF2KF3KF4 | KF1KF2KF3KF4 |
| **Overall feedback** |  |