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| **PARTICIPANT ASSESSMENT** |   |
|   |   |   |
| **PARTICIPANT** |  |   |
| **TUTOR1** |  |   |
| **TUTOR2** |  |   |
|   |   |   |

Place an “X” in the numbered responses; and a score of 1, 2, 3 or 4 in the ratings question.
If scored 1 or 2, please make sure to add notes to justify the scoring.

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| **Scoring Reminder:**  |
| 4 | Strong display of specified positive behavioural indicators (and possibly others);Few negative indicators displayed, and these considered minor in impact |
| 3 | Satisfactory display of specified positive behavioural indicators;Some negative indicators displayed, but none causing concern |
| 2 | Limited number of specified positive behavioural indicators displayed;Many negative indicators displayed, one or more causing concern |
| 1 | Little evidence of specified positive behavioural indicators;Mostly negative indicators displayed, one or more decisively |

*Section 1 (of 4)*

|  |  |
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| **EMPATHY & SENSITIVITY** |   |
| *Desire & ability to take in other participants’ perspective and sense associated feelings.* |   |
|   |   |   |
| **ATTENTIVENESS TO FELLOW PARTICIPANTS:** |   |
|  | (1) No evidence observed |
|  | (2) Made little effort to listen properly to other participants’ input |
|  | (3) Mixed Demonstration |
|  | (4) Was clearly intent on establishing exactly what the other participants thought/felt |
|   |   |   |
| **ESTABLISHING RAPPORT:** |   |
|   | (1) No evidence observed |
|   | (2) Failed to establish a workable, shared understanding (i.e. rapport) with the fellow participants/tutors |
|   | (3) Mixed Demonstration |
|   | (4) Clearly made the fellow participants/tutors feel a genuine understanding (rapport) had been reached |
|   |   |   |
| **OVERALL RATING: EMPATHY & SENSITIVITY**  |   |
| *Please provide a score of 1, 2, 3 or 4 (if scored 1 or 2 please add notes below)* |   |
|   |  |
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|   |   |   |

*Section 2 (of 4)*

|  |  |
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| **COMMUNICATION SKILLS** |   |
| *Ability to engage, clearly and actively, in constructive dialogue.* |   |
| *Adjusting language and non-verbal behaviour according to needs of differing situations.* |   |
|   |   |   |
| **CLEAR VERBAL EXPRESSION:** |   |
|  | (1) No evidence observed  |
|  | (2) Verbal expression was unclear when attempting to engage in dialogue |
|  | (3) Mixed Demonstration |
|  | (4) Demonstrated fluent dialogue with others (through clear expression) |
|   |   |   |
| **USE OF SILENCE:** |   |
|   | (1) No evidence observed |
|   | (2) Controlled the dialogue, not leaving others “space” to express concerns |
|   | (3) Mixed Demonstration |
|   | (4) Used silence effectively, allowing others enough time to express thoughts or feelings |
|   |   |   |
| **NON-VERBAL BEHAVIOUR:** |   |
|   | (1) No evidence observed |
|   | (2) Non-verbal behaviour did not help facilitate dialogue with others |
|   | (3) Mixed Demonstration |
|   | (4) Dialogue with others was enhanced by effective use of non-verbal behaviour |
|   |   |   |
| **USE OF OPEN QUESTIONS:** |   |
|   | (1) No evidence observed |
|   | (2) Asked closed questions, limiting others’ active involvement in dialogue |
|   | (3) Mixed Demonstration |
|   | (4) Used open, exploratory questions – inviting others to become actively involved |
|   |   |   |
| **OVERALL RATING: COMMUNICATION SKILLS**  |   |
| *Please provide a score of 1, 2, 3 or 4 (if scored 1 or 2 please add notes below)* |   |
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|   |   |   |

*Section 3 (of 4)*

|  |  |
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| **ABILITY TO CHALLENGE CONSTRUCTIVELY** |   |
| *Ability to encourage the others to look beyond what they already know.* |   |
| *To encourage deeper learning and reflection.* |   |
|   |   |   |
| **ABILITY TO ENCOURAGE DEEPER REFLECTION:** |   |
|   | (1) No evidence observed |
|   | (2) Absence of the use of questions to encourage deeper reflection by participants/tutors |
|   | (3) Mixed Demonstration |
|   | (4) Use of questions to encourage deeper reflection by participants/tutors |
|   |   |   |
| **REALISM OF THOUGHTS AND IDEAS REGARDING APPRAISAL:** |   |
|   | (1) No evidence observed |
|   | (2) Was unable to challenge the others about the realism of thoughts and ideas regarding appraisal |
|   | (3) Mixed Demonstration |
|   | (4) Was able to challenge the others about the realism of thoughts and ideas regarding appraisal |
|   |   |   |
| **OVERALL RATING: ABILITY TO CHALLENGE CONSTRUCTIVELY**  |   |
| *Please provide a score of 1, 2, 3 or 4 (if scored 1 or 2 please add notes below)* |   |
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*Section 4 (of 4)*

|  |  |
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| **PROFESSIONAL INTEGRITY** |   |
| *Professional commitment*  |   |
| *(i) to provide equality of care for all* |   |
| *(ii) to take responsibility for own actions – while at the same time recognising the parameters of one’s role and expertise* |
| *(iii) to act confidently but safely* |   |
|   |   |   |
| **POSITIVE APPROACH TO EXERCISE:** |   |
|   | (1) No evidence observed |
|   | (2) Approached the appraisal training defensively, more as a problem than as a challenge |
|   | (3) Mixed Demonstration |
|   | (4) Was positive / enthusiastic throughout, however challenging it seemed |
|   |   |   |
| **OPENNESS TO FEEDBACK:** |   |
|   | (1) No evidence observed |
|   | (2) Was defensive and closed in response to feedback |
|   | (3) Mixed Demonstration |
|   | (4) Was open and positive in response to feedback |
|   |   |   |
| **OVERALL RATING: PROFESSIONAL INTEGRITY**  |   |
| *Please provide a score of 1, 2, 3 or 4 (if scored 1 or 2 please add notes below)* |   |
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| **IDENTIFIED CONCERNS** |   |
|   | Based on your observations, if you wish to report any evidence that is not covered by the competencies assessed but raises significant concerns about the participant’s suitability for the role of the appraiser, please place an "X" in the box and record relevant observations below. |
|   | ***This box should only be used in exceptional circumstances.*** |   |
|   |  |
|   |   |   |