**PPS802 Assessments 2024**

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| **Assessment 1** | **Student ID** |  |
|  | **Word Limit** | 2500 |
|  | **Due Date** | **31st March 2024** |
|  | **Weighting** | 20% |

**Position Statement Using a Review of the Literature**

Construct your own position statement that reflects your professional and cultural identity and places supervision in the context of your current or future professional practice. In your discussion include the type of supervision (ie professional or interprofessional or clinical supervision) that you will use and articulate the functions of supervision, providing a critical rationale for your position statement using contemporary academic literature.

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| Assessment 1 Criterion | A | B | C | D |
| The position statement is specific to your professional and cultural identity and practice and the type of supervision you intend to use in Aotearoa, with consideration of the Te Tiriti O Waitangi.. | The position statement offers comprehensive exploration of the topic, demonstrates depth of insight and synthesis of ideas to reflect reasoning related to intended supervision practice in the context of Aotearoa. | The position statement offers good evidence demonstrating some depth of insight and draws on concepts relevant to intended supervision practice in the context of Aotearoa. | The position statement offers some evidence and limited depth of insight and introduces concepts relevant to intended supervision practice in the context of Aotearoa. | The position statement offers weak evidence or little insight into intended supervision practice in the context of Aotearoa. |
|  | 32–35% | 24–31% | 20–23% | 0–19% |
| The discussion includes a convincing rationale, which is critiqued, clearly articulated, and discusses the functions of supervision drawing on academic literature. | The rationale draws on critical analysis of academic literature to support professional opinion relevant to the position statement.  Well-developed argument, including the functions of supervision, that is reflective of material that could be presented for publication. | The rationale draws on academic literature aligned to the profession and supports the position statement.  Well-developed argument, including the functions of supervision, that is convincing to read. | The rationale draws on a few examples of academic literature aligned to the profession.  Clear development of argument, including the functions of supervision, and position is supported. | The rationale draws on very little appropriate academic literature aligned to the profession.  No logical flow or development of argument, the functions of supervision are not well understood. Position not clearly identified. |
|  | 32–35% | 24-31 % | 20–23% | 0-19% |
| Evidence of critical analysis using contemporary academic resources. | Evidence of significant review of the literature and other published information related to the topic. Demonstrates a well- developed critical analysis. | Relevant literature and information accessed and presented. Some critique of relevant literature and its relationship to chosen topic. | Some relevant literature and information accessed and presented. There is limited critique of literature in relationship to the chosen topic. | Little evidence of reading or critique of literature apparent within the context of the topic. |
|  | 16-20% | 12–15% | 10–11% | 0-9 % |
| The position statement is well written with good sentence structure and grammatically correct  APA (7th ed.) guide is followed accurately with more than 15 academic references. | The position statement is well written with good sentence structure and is grammatically correct.  APA (7th ed.) guide is followed accurately with more than 15 academic references. | The position statement is mostly well written with good sentence structure and grammatically correct.  APA (7th ed.) referencing is mostly accurate with approximately 15 academic references. | The position statement is written with reasonable sentence structure and grammar.  APA (7th ed.) guide is followed with some errors and fewer than 15 academic references. | The position statement is poorly written with little sentence structure and there are grammar problems.  Evidence of plagiarism; copying of works.  APA (7th ed.) guide is not followed accurately and there are few academic references. |
|  | 8-10% | 6-8% | 4-5% | 0-4% |

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| **Assessment 2** | **Student ID** |  |
|  | **Word Limit** | 3000 |
|  | **Due Date** | **19th May 2023** |
|  | **Weighting** | 30% |

**Essay: The supervision relationship**

Critically analyse contemporary academic literature regarding the supervision relationship, then reflect on your own experience as a supervisor or supervisee, identifying how your professional and cultural identity will underpin your expectations and further learning for your future supervision practice in Aotearoa.

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| Assessment 2 Criterion | A | B | C | F |
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| **1. Scope of assignment/presentation shows insight into topic, including depth and breadth of observations, perceptions and insights** | Critical analysis highlights critical reflection on the supervision relationship drawing on contemporary supervision literature. | Robust discussion and critical analysis included in the consideration of the supervision relationship drawing on contemporary supervision literature. | Discussion includes some critical analysis and consideration of the supervision relationship drawing on limited contemporary supervision literature. | Discussion is limited, lacking critical analysis and consideration of the supervision relationship. |
|  | 26-30% | 21-25% | 16-20% | 0-15% |
| Reflect on your own experience of a supervision relationship.  Reflection offers comprehensive exploration and depth of insight into supervision relationships drawing on contemporary literature. | Comprehensive exploration of own supervisory experience as a supervisor or supervisee within a supervision relationship demonstrating a depth of insight into that relationship. Engaging and evocative presentation of ideas. Reflection on impact of approach and areas for future development are robustly argued linking discussion to relevant supervision literature. | Evidence of some exploration of own supervisory experience as a supervisor or supervisee within a supervision relationship demonstrating some depth of insight into that relationship. Engaging presentation of ideas. Reflection on impact of approach and areas for future development are argued linking discussion to relevant supervision literature. | Limited exploration of own supervisory experience as a supervisor or supervisee within a supervision relationship. The topic demonstrates some insight into that relationship.  Reflection on impact of approach and areas for future development are discussed linking discussion to some relevant supervision literature. | Topic not fully covered. Discussion is brief, lacks critical analysis and insight into supervision relationships.  Reflection on impact of approach and areas for future development are limited or not discussed. |
|  | 21-25% | 16-20% | 10-15% | 0-9% |
| Expectation of critical analysis of the supervision relationship with respect to professional and cultural identity expectations and further learning in the context of future practice in Aotearoa. | Sound critical comment and analysis of the supervision relationship is well integrated with respect to professional and cultural expectations and further learning in the context of Aotearoa. | Developing critical analysis of the supervision relationship is discussed with respect to professional and cultural expectations and further learning in the context of Aotearoa. | Description and limited critique of the supervision relationship with respect to professional and cultural expectations and further learning in the context of Aotearoa. | Little discussion of the supervision relationship and no link to professional and cultural expectations and further learning in the context of Aotearoa. |
|  | 21-25% | 16-20% | 10-15% | 0-9% |
| Evidence of critique of literature, research and other relevant information within the context of the topic.  The essay is well written with good sentence structure and grammatically correct.  APA (7th ed.) guide is followed accurately with more than 15 references | Evidence of a comprehensive review of the literature and other published information related to the topic.  The essay is well written with good sentence structure and grammatically correct.  APA (7th ed.) guide is followed accurately with more than 15 references. | Evidence of significant review of the literature and other published information related to the topic.  The essay is mostly well written with good sentence structure and grammatically correct.  APA (7th ed.) guide is mostly accurate with approximately 15 references | Evidence of review of some of the literature and other published information related to the topic.  The essay is written with reasonable sentence structure and grammar.  APA (7th ed.) guide is followed with some errors and fewer than 15 references. | Little evidence of reading or critique of literature apparent within the context of the topic.  The essay is poorly written with little sentence structure and grammar problems.  Evidence of plagiarism; copying of works.  APA (7th ed.) guide is not followed accurately and there are few references |
|  | 17-20% | 14-16% | 10-13% | 0-9% |

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| **Assessment 3** | **Student ID** |  |
|  | **Word Limit** | 3000 |
|  | **Due Date** | Video recording ready for class on **30th May 2024**  Written reflection due on or before **30th June 2024** |
|  | **Weighting** | 50% |

**Critique of a Supervision Practice Session.**

1. Record a ‘live’ supervision session in your practice as a supervisor (written informed consent will be required). Bring a 10-minute segment of this recorded session to class for supportive feedback and peer learning.
2. Following the class feedback session, undertake a critique of your supervision session, including an in-depth critique of the theoretical framework guiding your practice including the rationale for your skills and interventions; and the process of the session and impact for your supervisee. Include relevant feedback from peers. Reference your critique to relevant literature.

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| **Assessment 3 Criterion** | **A** | **B** | **C** | **F** |
| The theoretical framework is critiqued and specific to supervision practice observations, perceptions and insights. | Comprehensive critique and exploration of the theoretical perspective specific to supervision. Topic demonstrates a depth of insight and relevant observations. | Exploration and critique of the theoretical perspective specific to supervision. Topic demonstrates insight and relevant observations. | Some exploration and critique of the theoretical perspective specific to supervision. Topic demonstrates some insight and some relevant observations. | Little exploration and critique of the theoretical perspective specific to supervision. Topic demonstrates little or no insight or relevant observations. |
|  | 17-20% | 13-16% | 10-12% | 0-9% |
| Discussion identifies and critiques the skills and interventions as well as rationale for application. | Evidence of comprehensive critical discussion of skills and interventions used. Thoughtful, sound critical comment and evaluation of rationale for application. | Evidence of significant discussion and critique of skills and interventions used. Thoughtful, sound comment and evaluation of rationale for application. | Evidence of discussion of skills and interventions used with limited critique. Thoughtful, sound comment and evaluation of rationale for application. | Little evidence of discussion of skills and interventions used. Little or no critical comment or evaluation of rationale for application. |
|  | 25-30% | 20-24% | 15-19% | 0-14% |
| Discussion of process and impact draws on the theoretical perspective, professional experience, insight and judgement. | Synthesis of ideas reflects depth of clinical reasoning and judgment in thinking as a supervisor. Engaging and evocative presentation of ideas. | Clearly presents, critiques and reflects on key ideas and concepts within the topic. In-depth consideration of key issues and ideas which are related to own professional experience. | Identification of key concepts and ideas evident within reflection and analysis of the topic. Some integration and reflection on the relationship of these concepts to professional experience. | Lacks critical analysis and conceptualization of ideas. Relevance of own clinical experience and judgment limited or not apparent. |
|  | 25-30% | 20-24% | 15-19% | 0-14% |
| Evidence of critique of literature, research and other relevant information within the context of the topic.  The essay is well written with good sentence structure and grammatically correct.  APA (7th ed.) guide is followed accurately with more than 15 references. | Evidence of a comprehensive review and critique of the literature and other published information related to the topic.  The essay is well written with good sentence structure and grammatically correct.  APA (7th ed.) guide is followed accurately with more than 15 references. | Evidence of significant review and critique of the literature and other published information related to the topic.  The essay is mostly well written with good sentence structure and grammatically correct.  APA (7th ed.) guide is mostly accurate with approximately 15 references. | Evidence of review with limited critique of some of the literature and other published information related to the topic.  The essay is written with reasonable sentence structure and grammar.  APA (7th ed.) guide is followed with some errors and fewer than 15 references. | Little evidence of reading or critique of literature apparent within the context of the topic.  The essay is poorly written with little sentence structure and grammar problems.  Evidence of plagiarism; copying of works. APA (7th ed.) guide is not followed accurately and there are few references. |
|  | 17-20% | 14-17% | 10-14% | 0-9% |