HOW TO CONDUCT AN OBSERVED RUN

Pre-drive

1.   On the Associate's first run be sure to give the disclaimer / document declaration (do these every run) and undertake the eyesight test. What is the Associate hoping to get from the course? What prompted it? Ask the Associate to drive as they normally would (for between 20 and 30 minutes) rather than be on their best behaviour; this allows us to identify major issues before any attempt to implement IPSGA clouds the picture.

2.   Look at the Associate's last Run Sheet and particularly the Development Plan to assess the Associate's needs. Make sure the run addresses the Development Plan and look specifically at addressing the 3's and getting them to 2 or above. This may take more than one or two runs - better to stick with it as once the competencies improve to 2's or above, it will also improve other aspects of the Associates drive.

3.   Look at the course programme (at front of Associate booklet) to see what the theme of the run is.

4.   Devise a plan for the run taking into account both the run theme and the development needs of the Associate.

5.   Open the Observer booklet and turn to chapter(s) that deal with the theme and/or the Associate's development needs. You will find at the back of each chapter an outline of what competencies the Associate has to achieve - this gives you the aims and objectives for the run / Development Plan.

6.   Test Associate's understanding of the material. Ask open questions to draw out information from the Associate - don't be too quick to give the answer in order to facilitate the Associate's learning and understanding.

Debrief

1.   During the debrief mark Associate as 1, 2 or 3 against each competency. Do not write down split scores like 1/2 or 2/3. Do not be afraid to mark a 3 if it requires development. If it's a 2 or above don't focus on it anymore unless it becomes an issue and goes down to a 3. Don't mark the Associate down if they make 1 mistake in every 100.

2.   Score 3 means 'requires development'. Score 2 means ' required competency met' and Score 1 means 'required competency excelled'.

3.   For runs 1 and 2 mark all the competency boxes as 1, 2 or 3. This will provide a comprehensive overview of what the Associate is already good at and what needs to be developed.

4.   From run 3 onwards don't mark all the competencies on the run sheet: concentrate mainly on those that need development (initially the scores of 3). Don't mark too many, three to five depending on the theme - this makes the aims and objectives more specific and targets the learning / development and makes it easier to action plan. Keep it simple and specific - as the Associate develops the three to five specific competencies you will find that others will improve along with it.

5.   As a balance to what may be several 3s, if possible, mark up to 2 items with a score of 1 highlighting areas that the Associate is particularly good at.

6.   For a competency that scores a 3 a specific reason for this score must be written in the comments box and it should form part of the Development Plan.

7.   The comments boxes look back to the Observed Run and highlight specific reasons why the required competencies were not achieved. The Development Plan gives specific advice about how competencies can be improved.

8.   Highlight up to three items that need improvement in the Development Plan box. A Development plan item may target an underlying issue that was responsible for several 3s or it may just target a single score of 3.

9.   If no competencies have scored a 3, then concentrate on getting scores of 2 to scores of 1. Write down a specific reason for each 2 in the comments box and include in the Development Plan. Every time a 3 becomes a 2 or a 1, make a comment on the improvement and how they have improved e.g. "Having previously struggled at identifying limit points, now consistently reading limit points well, positioning appropriately and matching speed".

10.   There can still be improvement if a score of 1 is entered.

11.   Some competencies will naturally develop without too much effort as an Associate progresses through a course. Other competencies may be scoring a 2 but the further development of these may help to improve competencies that are scoring 3. Thus, for a given run, it may be beneficial to put an item scoring 2 into the Development Plan in preference to other items that score a 3.