The ITP is designed to provide each trainee with an ongoing narrative of competency development. It is co-produced by each trainee and their clinical and research tutors although others may contribute when needed. The ITP sets out to identify

1. Existing strengths in terms of competencies
2. Areas for competency development
3. Actions to enable competency development
4. A schedule of review to ensure goals are being met and/or actions adjusted accordingly

The ITP is a process which invites each trainee to take the position of ‘adult learner’ with ultimate responsibility for their own competency development within the training programme. Programme tutors are expected to work in partnership with trainees and offer the appropriate support, guidance and adjustment.

ITPs are part of a wider culture of personal and professional development within the programme. For information on all the other sources of development through partnership and support please see Personal and professional development in the online handbook.

In the first few months of training, trainees will engage in the Self Assessment Exercise (SAE), which involves identifying and reflecting on areas of strength and areas for development. As part of the SAE process, trainees will meet with their clinical and research tutors for a viva in December of the first year. The first ITP meeting should be scheduled around half-way through the first year of training, and should follow on from the discussions in the SAE viva, picking up on relevant themes of strength and development need. There should be at least two ITP meetings during each subsequent year of training.

**Competency Development**

Trainees must demonstrate the competencies listed below to be fit for purpose, practice and award on graduation from the programme. They are specified by the British Psychological Society’s Standards for Doctoral Programmes in Clinical Psychology, the Health and Care Professions Council Standards of Education and Training, the Health and Care Professions Council Standards of Proficiency and the Health and Care Professions Council Code of Conduct and Ethics for Students.

Competency development on practice placement is assessed by the Supervisor’s Assessment of Trainee (SAT) form and is also demonstrated as part of the placement assignments. Competency development is also assessed through academic coursework submission, and through the research thesis. Academic submissions are assessed in relation to 10 specific “domains.” For further information on the assessment process please see Assessment of learning outcomes in the online handbook.

**Competencies assessed by the supervisor’s assessment of trainee form**

1. A commitment to inclusivity
2. Verbal and non-verbal communication skills
3. Self-awareness and openness to learning
4. Personal maturity
5. Warmth and empathy
6. Resilience
7. Professional skills
8. Motivation and Application
9. Contextual awareness
10. Problem solving and decision making
11. Ethical practice and decision making
12. Interpersonal skills
13. Assessment
14. Formulation
15. Intervention
16. Evaluation
17. Teaching
18. Consultation
19. Supervision of others
20. Service development
21. Risk assessment
22. Keeping records and information governance
23. Knowledge and creative application of a specific psychological theory or approach
24. Community engagement skills
25. Facilitating meetings or collaborative projects
26. Written communication
27. Working alongside service users
28. Multi-professional liaison
29. Service audit
30. Managing a reasonable workload

**Domains assessed through assignments**

1. Collating information and knowledge for specific purpose (gathering)

2. Critical analysis & synthesis (analysing)

3. Strategy for application (deciding)

4. Performance skills (doing)

5. Responsive to impact & learning from experiences (responding)

6. Communicating information effectively (communicating)

7. Interpersonal skills & collaboration (interacting)

8. Organisational skills (organising)

9. Essential Knowledge (knowing)

10. Professional behaviour (behaving)

**Identifying Strengths**

Please identify and articulate your existing strengths in terms of clinical psychology training and practice. Consideration should be given to your strengths in areas such as communications skills, clinical skills, written communication, research skills, academic writing, personal qualities, organisational skills and influencing. This is not an exhaustive list.

|  |  |  |
| --- | --- | --- |
| Date | Identified Strength | Applicable competency (s) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Developmental Goals**

Developmental goals are areas of competency which require specific attention, action and possibly support in order to be achieved. For your first ITP, please carry through the challenges/development needs identified in your SAE. When identifying further developmental goals make sure they are specific, measurable, action-orientated, realistic and time-related.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Challenges/development need | Applicable competency (s) | Strategy to address | Review date and process | Review outcome |
|  |  |  |  |  |  |
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**Additional Needs[[1]](#footnote-1)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Actions | Review date and process | Review outcome |
|  |  |  |  |
|  |  |  |  |

**Academic Pass and Fail Grades Obtained**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assignment** | Gathering | Analysing | Deciding | Doing | Responding | Communicating | Interacting | Organising | Behaving | Knowing |
| **SAE** |  |  |  |  |  |  |  |  |  |  |
| **PALS 1** |  |  |  |  |  |  |  |  |  |  |
| **PALS 2** |  |  |  |  |  |  |  |  |  |  |
| **PALS 3** |  |  |  |  |  |  |  |  |  |  |
| **PASE** |  |  |  |  |  |  |  |  |  |  |
| **TPA** |  |  |  |  |  |  |  |  |  |  |
| **SIPP** |  |  |  |  |  |  |  |  |  |  |

**SAT Form Competency Grades Obtained**

|  | **Placement 1** | **Placement 2** | **Placement 3** | **Placement 4** | **Placement 5+** |
| --- | --- | --- | --- | --- | --- |
| 1. A commitment to inclusivity
 |  |  |  |  |  |
| 1. Verbal and non-verbal communication skills
 |  |  |  |  |  |
| 1. Self awareness and openness to learning
 |  |  |  |  |  |
| 1. Personal maturity
 |  |  |  |  |  |
| 1. Warmth and empathy
 |  |  |  |  |  |
| 1. Resilience
 |  |  |  |  |  |
| 1. Professional skills
 |  |  |  |  |  |
| 1. Motivation and Application
 |  |  |  |  |  |
| 1. Contextual awareness
 |  |  |  |  |  |
| 1. Problem solving and decision making
 |  |  |  |  |  |
| 1. Ethical practice and decision making
 |  |  |  |  |  |
| 1. Interpersonal skills
 |  |  |  |  |  |
| 1. Assessment
 |  |  |  |  |  |
| 1. Formulation
 |  |  |  |  |  |
| 1. Intervention
 |  |  |  |  |  |
| 1. Evaluation
 |  |  |  |  |  |
| 1. Teaching
 |  |  |  |  |  |
| 1. Consultation
 |  |  |  |  |  |
| 1. Supervision of others
 |  |  |  |  |  |
| 1. Service development
 |  |  |  |  |  |
| 1. Risk assessment
 |  |  |  |  |  |
| 1. Keeping records and information governance
 |  |  |  |  |  |
| 1. Knowledge/application of theory/approach
 |  |  |  |  |  |
| 1. Community engagement skills
 |  |  |  |  |  |
| 1. Facilitating meetings or collaborative projects
 |  |  |  |  |  |
| 1. Written communication
 |  |  |  |  |  |
| 1. Working alongside service users
 |  |  |  |  |  |
| 1. Multi-professional liaison
 |  |  |  |  |  |
| 1. Service audit
 |  |  |  |  |  |
| 1. Managing a reasonable workload
 |  |  |  |  |  |
| **Overall rating** |  |  |  |  |  |

**E-portfolio progress**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Academic activity | Placement activity | Review date and process | Review outcome |
|  |  |  |  |  |
|  |  |  |  |  |
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**Deadlines and Scheduling**

The following schedule applies to trainees on fulltime pathways. Please adjust at the start of training for trainees on bespoke pathways. When there is a change to a deadline, please strike through the previous deadline and ensure the full history of changes are documented.

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Deadline** | **Deadline change** |
| **Year 1** |  |  |
| SAE (formative) | Report November 2018, viva December 2018 |  |
| SAE (summative) | Report January 2019, viva February 2019 |  |
| TPA (formative) | March 2019 |  |
| PALS 1 | May 2019 |  |
| TPA (summative) | July 2019 |  |
| **Year 2** |  |  |
| SIPP | Oct 2019 |  |
| PASE (formative) or PALS 2 | November 2019 |  |
| PASE (formative or summative) or PALS (2 or 3) | March 2020 |  |
| **Year 3** |  |  |
| PASE (formative or summative) or PALS 3 | September 2020 |  |
| PASE (summative – if done on placement 4) | January 2021 |  |
| Thesis | March 2021 |  |

1. Only to be completed if additional needs have been identified or suspected and require further investigation. [↑](#footnote-ref-1)