**PPR indicators**

**1) Presentation skills**

*considers verbal and non-verbal communication plus associated planning and performance skills in presenting*

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Appropriate eye contact, body language, facial expressions, non-verbal gestures | Avoided eye contact, turned away from panel for the majority of the time or laughed inappropriately, inappropriate gestures |
| Punctual and timely presentation | Unpunctual and/or presentation does not run to time |
| Presentation has a clear and logical structure. It flows well and is organised in its approach. | Presentation is chaotic, lacks structure and flow. Is disorganised. |
| Adapts the presentation of information to match the level which is appropriate to the audience | The information presented would be suitable for either a less knowledgeable audience or subject experts |
| Uses clear and concise language | Uses very difficult language |
| Conveys enthusiasm for their topic | Shows little enthusiasm for their topic. |
| Uses appropriate aids to support verbal communication | Visual aids do not match the presentation. |
| Checked the understanding of the audience before moving onto a new point | Delivered presentation by rote |
| Conveys warmth and/or concern where appropriate | No warmth or concern is apparent when these would be helpful to communicate and build trust |
| Maintains interest with appropriate pace and content | Unnecessarily long lists of detail and facts rather than concepts and analysis |
| If there is a ‘glitch’ e.g., drops cue cards, the trainee recovers well | Becomes confused and flustered in response to a ‘glitch’ and does not recover |
| Juggles competing demands during the presentation. | Becomes distracted or loses their way. |
| Defends own position appropriately when questioned | Defensive or passive when challenged |
| Cope with two facets of one question by answering in two parts | Does not answer a question relevantly |
| Listens carefully to questions and answers relevantly | Does not listen to questions. |

**2) Written communication**

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Trainee adapts writing in initial report well to communicate effectively with intended audience | Written style of the initial report is inappropriate for the target audience |
| Excellent punctuation | Poor punctuation |
| Appropriate academic language and style | Uses colloquial language |
| Consistent and appropriate tense | Misuse of tense |
| Logical flow of ideas. Has a clear structure | Illogical flow of ideas or confused. Lacks a coherent structure |
| Ideas introduced at a stage which aids understanding | Unexplained material appearing in the text |
| Accurate use of language | Misuse of words |
| Correct active voice used, in first person | Inappropriate use of passive language or third person |
| Consistently excellent expression | Inconsistent style or use of language |
| Terms explained at first mention | Unexplained terms or abbreviations |
| Excellent spelling and grammar throughout | Poor spelling and/or grammar |
| Clear, concise language | Unnecessarily technical or complicated language. Long rambling sentences |

**3) Knowledge and skills**

*focuses on the demonstration of knowledge i.e. that the trainee has the appropriate information and understanding. In turn they are able to apply the knowledge in the form of clinical skill and techniques*

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| The trainee conveys a clear and correct understanding of the information and techniques described | The trainee is unclear, incorrect or shows misunderstanding of the information and techniques described |
| The approach the trainee described taking targets the stated aim of the work | No clear relationship between approach and aim of the work |
| Demonstration of knowledge of assessment tools & how to apply/interpret them | Lack of knowledge of assessment tools & how to apply/interpret them |
| Demonstration of outcomes and outcome measures and how to apply/interpret them i.e. are evaluated appropriately | Unclear/uncertain of outcome measures & how to apply them or outcomes are ignored or assessed inappropriately |
| The trainee provided evidence that they are competent in a particular psychological approach or activity. | Clear evidence of incompetence or no evidence of competence |
| Reaching an appropriate conclusion and/or follow up to the trainee’s piece of work is described | No consideration is given to ending or following up the piece of work described |
| Evidence of specific skill in the application of an approach is available | Specific techniques or approaches are applied without skill or misapplied. |
| Clear knowledge & understanding of alternative theories to inform reformulation | Poor knowledge of alternative theories to inform reformulation |
| Appropriate inclusion and exclusion criteria, where appropriate, are applied (e.g. for CBT) | This issue is ignored |
| The most recent or key pieces of literature inform the approach taken | The trainee is not aware of obvious relevant developments, or recent/key pieces of literature |

**4) Analysis and critical thinking**

*considers creativity in transferring theory and adapting its application to practice across context(s) together with a focus on problem solving and the ability to synthesize information from multiple sources*

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Evidence of appropriately bringing an idea or skills from one area to bear on a problem experienced in another area | The trainee has used information from a new area to solve a problem but has not recognised obvious flaws in the transfer of context |
| Evidence of using relevant literature to approach an issue in a way which is new or innovative | The trainee has applied model(s) slavishly, to the detriment of the work described. |
| Evidence that the trainee has modified ideas or research findings to fit a different situation appropriately and with safeguards | The trainee uses the same strategy to achieve a task even when it is apparent that this is not working |
| Demonstrates decisions about which theory/approach to apply are underpinned by drawing on previous knowledge/experience | Trainee finds it difficult or doesn’t appear able to draw on previous experience to apply in this context |
| Evidence of consideration of adaptation relevant for population e.g. Pacing/presentation of information/formulation | Trainee has not considered need to adapt work for ability level of population |
| Evidence trainee has adopted a problem solving approach to barriers in the work | Trainee describes becomes stuck and unable to problem solve |
| Evidence that the trainee rises to the challenge and thinks creatively | The trainee avoids having to find creative solutions |
| Evidence the trainee has been able to think critically about approach taken | Trainee has offered no/little relevant critique of work undertaken |
| The trainee has synthesised the information from a variety of sources to arrive at suitable solution | Only one stakeholder or source of information in a given task is considered. |

**5) Reflection and integration**

*focuses on evidence of a reflective stance taken in relation to the work and the process of integrating learning from the reflective process.*

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Evidence of a considered and reflective process in deciding what to present | An ill considered decision making process in deciding what to present or an impulsive decision |
| Clear evidence of appropriate reflection during the piece of work described | Evidence appropriate learning has not occurred and/or evidence that mistakes will be repeated in similar situations has been. Lack of insight |
| Evidence that the trainee is open to ideas | The trainee describes a rigid approach to their work |
| Demonstrates the effective use of supervision | Does not use supervision or value it |
| Takes a reflective stance to appropriate ethical/diversity/professional issues | A lack of recognition of relevant ethical issues |
| A willingness to use any learning to coach or direct others | Evidence that the opportunity to support others with learning from the experience(s) described has been ignored or declined |
| Trainee can identify development and learning needs arising from the work described and has considered how these might be addressed in their next stages of training | No obvious learning needs arising from the work described are acknowledged. No recognition of any learning needs even though trainee’s skill deficits are apparent |
| If the trainee has been affected by the work they reflect that they may need to engage further with the experiences they are describing to move towards resolution or acceptance | The trainee finds it difficult to reflect on the personal impact of the work described |

***6)* Professional behaviour**

*focuses on evidence of professional behaviour during the examination process (including the presentation) and in the work described*

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| The trainee behaves professionally during the examination process | The trainee behaves unprofessionally during the examination process |
| Evidence of trainee behaving professionally in work undertaken | Evidence of a conscious choice to act unethically/disrespectfully/unprofessionally |
| The behaviour described was admirable. | The behaviour described during the presentation showed the trainee in a bad light. |
| Trainee has given due consideration to and outlined steps taken to gain fully informed consent. | Trainee does not consider consent or does undertake appropriate steps to ensure consent is fully informed or does not recognise consent as important |
| Acknowledgement that the possibility of professional and personal issues overlapping where relevant | No acknowledgement that the personal and professional can be linked, even though this is an issue apparent in the material presented |
| Evidence that the trainee has managed to sustain a difficult relationship (with a client, colleague, or similar) and clear strategies to achieve this | Evidence that the trainee ended a difficult relationship with a client, colleague or similar and did not try to sustain it appropriately |
| Speaking about colleagues and clients in an appropriate and respectful fashion | Disrespectful when speaking about clients/colleagues |
| The trainee describes dealing with difficult people well, or resolving a challenge to a relationship. | The trainee describes being unable to deal with difficult people or being unable to resolve challenges to a relationship. |
| The trainee described being assertive and diplomatic in a sensitive situation. | The trainee described either failing to be assertive when it was required or described asserting themselves without diplomacy |
| Appropriate boundaries with both clients and colleagues are maintained. | The description of boundaries with either/both clients and colleagues cause concern. |
| Appropriate confidentiality is respected | inappropriate significant disclosures including identifiers found in the work which would compromise confidentiality |

**7) Resilience**

*considers the ability to face challenges confidently and persist appropriately despite setbacks and or complexity.*

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Trainee tells of a time when they recognised they were experiencing stress and took appropriate steps to ameliorate it | Trainee notes that the experiences described were stressful but they offer no account of coping constructively or is evidence that trainee stress impacted adversely on the work undertaken |
| Trainee mentions an obstacle to the desired outcome. They describe using personal management skills to overcome this difficulty | Trainee talks of a time when they were overwhelmed by difficulty and did not find a solution |
| The trainee has an optimistic attitude to achieving goals and will stretch themselves reasonably to take on new experiences | Trainee does not give an example of trying to achieve something important The trainee indicates they normally avoid stretching themselves |
| Trainee seeks to extend their expertise and challenge themselves appropriately | The trainee says they would avoid any future similar challenges |
| Evidence that the trainee can defend their proposed solution when challenged | The trainee tells of facing opposition to a new idea and giving up immediately |
| The trainee described excellent coping strategies. | The trainee described being unable to cope with the challenges presented. |
| The trainee describes being able to juggle competing demands under pressure | The trainee describes becoming overwhelmed by competing demands |
| The work described is complex and the trainee gives an account of attempting a number of different approaches, all of which take account of the important factors . | The trainee describes taking the same approach repeatedly when an attempt to resolve complexity fails. |
| Trainee provides evidence of confidently rising to a challenge in the work | Trainee is very under confident and unsure of own ability in relation to a challenge and unable to progress |
| The trainee recognises the importance of adopting a realistic strategy to end their attempts to overcome complexity and setbacks when a positive outcome seems highly unlikely. | The trainee describes persisting in their attempts to overcome obstacles when this represents an unacceptable cost to other areas of endeavour or a negative outcome seems certain. |

**8) Standard setting**

*focuses on the setting of appropriately high standards in the quality of one’s work and behaviour.*

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Evidence of care in presenting the work (at both presentation & written stage) | Evidence of inadequate preparation, little care in adhering to submission guidance e.g. missing references/misuse of APA |
| Well designed visual aids | Visual aids hard to read or misspelt |
| Referenced according to APA guidelines | Non APA style or omitted references |
| Follows APA guidelines throughout | Inappropriate deviation from APA guidelines |
| Material presented indicates that the trainee has aimed to reach a high standard of learning and/or behaviour | Trainee reported being satisfied with lower standards of learning and/or behaviour than would normally be expected in the context described |
| The work is of a high standard and this does not impair its implementation and timeliness. | Evidence of a detrimental effect of aiming for perfection. |
| Trainee demonstrates awareness of policy drivers/best practice guidance and describes working to that standard | Trainee shows limited or no awareness of policy or best practice guidance or how this might impact on the standard of their work |
| Trainee recognises when it is appropriate and good practice to engage in process of reviewing work which informs changes in practice for the better | Trainee demonstrates no awareness of need to review work to improve standards |
| Trainee has clearly strived and worked hard to achieve high standards for their work on placement | Trainee has not stretched themselves in any way to improve their placement work |
| Trainee is clearly aware of standards and expectations of self in current role and works within these | Trainee has apparent lack of knowledge of standards and expectations of self in current role and works outside of these |