# Individual Training Plan (ITP) Form

Table 1. Summary of placement details

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Community Engagement** | **Direct Placement** | **Project Work** | **Indirect Placement** | **Community Placement** | **Leadership Placement** |
| DATE OF MEETING INITIAL/NEW SUPERVISOR |  |  |  |  |  |  |
| PLACEMENT |  |  |  |  |  |  |
| LOCATION |  |  |  |  |  |  |
| **SUPERVISOR(S)** |  |  |  |  |  |  |
| **DATES OF PLACEMENT**  **FROM/TO** |  |  |  |  |  |  |
| **DATE OF PLACEMENT REVIEW 1 MEETING** |  |  |  |  |  |  |
| **PLACEMENT REVIEW 1 FACILITATED BY** |  |  |  |  |  |  |
| **DATE OF PLACEMENT REVIEW 2 MEETING** |  |  |  |  |  |  |
| **PLACEMENT REVIEW 2 FACILITATED BY** |  |  |  |  |  |  |
| **DATE OF END OF PLACEMENT PHONE CALL** |  |  |  |  |  |  |

*A record of all placements completed and the assessment of those placements is kept by the Programme Secretary and reviewed by Programme staff.*

**Section 2 – Planning**

This section provides the opportunity to monitor activity and wellbeing. Reviews of annual leave (Table 2.1) should ensure that leave is being scheduled appropriately and made use of to ensure a positive work/life balance. Any challenges to taking leave (or instances of conducting programme activity whilst on annual leave) should be discussed. It is the trainee’s responsibility to log this information on a rolling basis.

Table 2.1 – Annual leave

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Annual Leave Allowance** | **Days taken** | **Days booked (still to take)** | **Days remaining** |
| **Year 1: September – March** |  |  |  |  |
| **Year 2: April – March** |  |  |  |  |
| **Year 3: April – March** |  |  |  |  |
| **Year 4: March –** |  |  |  |  |

Table 2.2 – Sickness absence

|  |  |  |
| --- | --- | --- |
| **Period of sickness (dates from – to)** | **Activities missed** | **Return to work interview (date and any actions)** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Table 2.3 – Absences from teaching

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Teaching session** | **Teaching strand** | **Reason** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Table 2.4 – Continuing Professional Development

|  |  |  |
| --- | --- | --- |
| **Date** | **CPD Accessed** | **Comments** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Table 2.5 – Individual support plans

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Strengths of support plan** | **Drawbacks of support plan** | **Actions** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Table 2.5 – Concerns processes

|  |  |  |
| --- | --- | --- |
| **Date** | **Nature of concern** | **Outcome** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Section 3 – Competencies in Clinical Activities**

The table below provides a space to summarise your experiences and feedback from the various clinical components of the programme:

In the competency column, please indicate those competencies you have identified as a *strength* and those you have identified as a *development priority* within the self-assessment exercise (SAE) process.

As you complete each clinical component of the programme, please make a brief note regarding your development of each of the competencies. For clinical placements, please also copy the key elements of feedback from the supervisor’s assessment of trainee (SAT) form, along with the supervisor’s rating.

Table 3.1 – Clinical Activity Feedback

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Experience** | **Community Engagement** | **Direct Placement** | **Project Work** | **Indirect Placement** | **Community Placement** | **Leadership Placement** | **Programme Activity[[1]](#footnote-1)** |
| Number of clients |  |  |  |  |  |  |  |
| Age range |  |  |  |  |  |  |  |
| Specific population |  |  |  |  |  |  |  |
| Developmental delay, cognitive challenge or neurodiversity |  |  |  |  |  |  |  |
| Psychological models used |  |  |  |  |  |  |  |
| Number of direct contacts |  |  |  |  |  |  |  |
| Number of indirect contacts |  |  |  |  |  |  |  |
|  | | | | | | | |
| **Competency** | **Community Engagement** | **Direct Placement** | **Project Work** | **Indirect Placement** | **Community Placement** | **Leadership Placement** | **Programme Activity**1 |
| 1. Commitment to inclusivity |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Verbal and non-verbal communication skills |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Self-awareness, open to learning |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Personal maturity |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Warmth & empathy |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Resilience |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Professional Skills |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Motivation & application |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Contextual awareness |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Problem solving & decision making |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Ethical practice & decision making |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Interpersonal skills |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Assessment |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Formulation |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Intervention |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Evaluation |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Teaching |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Consultation |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Supervision of others |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Service development |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Risk assessment |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Keeping records and info governance |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Knowledge and creative application |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Community engagement skills |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Facilitating meetings or collaborative projects |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Written communication |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Working alongside SU |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Multi-professional liaison |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Service audit |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |
| 1. Managing a reasonable workload |  |  |  |  |  |  |  |
| **SAT RATING** | **SAT RATING** | **SAT RATING** | **SAT RATING** |

# Section 4 – E-Portfolio Summary

Please report your e-portfolio summary percentages (as submitted with your end of placement documentation) in the table below.

Table 4.1 – E-Portfolio Completion Levels

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Community Engagement[[2]](#footnote-2)** | **Direct Placement** | **Project Work** | **Indirect Placement** | **Community Placement** | **Leadership Placement** |
| Cognitive Behavioural Therapy [CBT] |  |  |  |  |  |  |
| Family Therapy and Systemic Practice [FTSP] |  |  |  |  |  |  |
| Neuropsychological [NCF] |  |  |  |  |  |  |
| Cognitive Analytic Therapy [CAT] |  |  |  |  |  |  |
| Leadership [LCP] |  |  |  |  |  |  |
| Knowledge outcomes |  |  |  |  |  |  |

# Section 5 – Development of Research Skills

The table below provides a space to chart and reflect on the development of your research skills through the various research activities that you undertake on the programme.

The research activity column lists the main research activities. The reflection column is a space for you to reflect on your skills and development needs relating to this activity.

Table 5.1 – Research skills

|  |  |  |
| --- | --- | --- |
| **Research activity** | **Reflection on skills and development needs** | **Date** |
| Thesis preparation assignment |  |  |
| Thesis proposal |  |  |
| Ethics application |  |  |
| Systematic literature review |  |  |
| Data collection |  |  |
| Data analysis |  |  |
| Writing up |  |  |
| Publication |  |  |

# Section 6 – Competencies in Academic Activities

The table below provides a space to summarise your experiences and feedback from the various academic components of the programme.

Please summarise the key elements of feedback from the trainee feedback forms, along with assessment ratings. Please add columns if needed e.g. when one more than one attempt is made per assignment.

Table 6.1 – Academic Assignment Feedback

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | SAE[[3]](#footnote-3) | TPA[[4]](#footnote-4) | PALS1[[5]](#footnote-5) | PALS23 | PALS33 | PASE[[6]](#footnote-6) | SIPP[[7]](#footnote-7) |
| Collating information and knowledge for specific purpose (gathering) |  |  |  |  |  |  |  |
| **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** |
| Critical analysis and synthesis (analysing) |  |  |  |  |  |  |  |
| **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** |
| Strategy for application (deciding) |  |  |  |  |  |  |  |
| **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** |
| Performance skills (doing) |  |  |  |  |  |  |  |
| **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** |
| Responsive to impact and learning from experiences (responding) |  |  |  |  |  |  |  |
| **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** |
| Communicating information effectively (communicating) |  |  |  |  |  |  |  |
| **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** |
| Interpersonal skills and collaboration (interacting) |  |  |  |  |  |  |  |
| **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** |
| Organisational skills (organising) |  |  |  |  |  |  |  |
| **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** |
| Essential knowledge (knowing) |  |  |  |  |  |  |  |
| **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** |
| Professional behaviour (behaving) |  |  |  |  |  |  |  |
| **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** | **RATING** |
| Outcome |  |  |  |  |  |  |  |

**Coursework Submission Summary**

The focus here is on the scheduling of submissions to monitor the impact of any changes to submission deadlines on other assignment submissions.

Table 6.2 – Assignment Scheduling

| **Year** | **Assignment** | **Status of submission** | **Month of submission** | **Outcome** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| 1 | SAE | Submission 1 |  |  |  |
| 1 | SAE | Viva |  |  |  |
| 1 | TPA | Submission 1 |  |  |  |
|  |  | Submission 2 |  |  |  |
| 1 | PALS #1 | Submission 1 |  |  |  |
|  |  | Submission 2 |  |  |  |
| 2 | SIPP | Submission 1 |  |  |  |
|  |  | Submission 2 |  |  |  |
| 2 | PALS #2 | Submission 1 |  |  |  |
|  |  | Submission 2 |  |  |  |
| 2 | PASE | Submission 1 |  |  |  |
|  |  | Submission 2 |  |  |  |
|  |  | Resubmission |  |  |  |
| 3 | PALS #3 | Submission 1 |  |  |  |
|  |  | Submission 2 |  |  |  |
| 3 | Thesis | Submission 1 |  |  |  |
|  |  | Viva |  |  |  |

# Section 7 – Inclusive Practice

The following questions are intended to help prompt thinking around inclusivity issues throughout training. These should be thought about in advance, and discussed within the ITP meeting.

1. Inclusive practice noted in experiences since last review (e.g. in placement, how does the service ensure it meets the needs of all those in the general local population?)
2. Barriers to inclusive practice noted in experiences since last review (e.g. in placement, challenges to inclusivity in services noted).
3. Focusing on one or two themes/issues that have emerged from questions 1 and 2, wat approaches could overcome barriers and improve inclusivity?
4. In what way have service-users been involved in contributing to and influencing the elements of your training since the last review? (For example, organising/participating in service-user led groups, routinely being asked for feedback on their experiences of the service). How could service-user involvement be improved?
5. What are your personal experiences of inclusivity within your training activities since the last review? For example, have you felt that the services you have been working within valued and welcomed diversity amongst staff members? If so, what made this possible? If not, what would help to improve this?
6. How has your thinking about inclusivity issues changed since the point of the last review, and what were the mechanisms that enabled this change?

# Section 8 – Self-Reflection and Action Points

This section provides you with the opportunity to reflect on your development so far, and your plans for the next stage of training. You may wish to complete Parts A and B in advance of the ITP meeting. Part C should be completed after discussion in the ITP meeting.

## ITP 1

PART A: As a developing Trainee Clinical Psychologist, what do you currently feel are your key strengths and areas for development?

|  |  |  |
| --- | --- | --- |
|  | **Strengths** | **Areas for Development** |
| **Clinical[[8]](#footnote-8)** |  |  |
| **Research** |  |  |
| **Academic Assignments** |  |  |
| **Personal and Professional** |  |  |

PART B: What are your key areas of progress since the SAE?

|  |  |
| --- | --- |
|  | **Progress** |
| **Clinical[[9]](#footnote-9)8** |  |
| **Research** |  |
| **Academic Assignments** |  |
| **Personal and Professional** |  |

PART C: Following discussion in your ITP meeting, what are your agreed action points?

|  |  |
| --- | --- |
|  | **Action Points** |
| **Clinical[[10]](#footnote-10)8** |  |
| **Research** |  |
| **Academic Assignments** |  |
| **Personal and Professional** |  |

## ITP 2

PART A: As a developing Trainee Clinical Psychologist, what do you currently feel are your key strengths and areas for development?

|  |  |  |
| --- | --- | --- |
|  | **Strengths** | **Areas for Development** |
| **Clinical[[11]](#footnote-11)8** |  |  |
| **Research** |  |  |
| **Academic Assignments** |  |  |
| **Personal and Professional** |  |  |

PART B: What are your key areas of progress since the last ITP meeting?

|  |  |
| --- | --- |
|  | **Progress** |
| **Clinical[[12]](#footnote-12)8** |  |
| **Research** |  |
| **Academic Assignments** |  |
| **Personal and Professional** |  |

PART C: Following discussion in your ITP meeting, what are your agreed action points?

|  |  |
| --- | --- |
|  | **Action Points** |
| **Clinical[[13]](#footnote-13)8** |  |
| **Research** |  |
| **Academic Assignments** |  |
| **Personal and Professional** |  |

**ITP 3**

PART A: As a developing Trainee Clinical Psychologist, what do you currently feel are your key strengths and areas for development?

|  |  |  |
| --- | --- | --- |
|  | **Strengths** | **Areas for Development** |
| **Clinical[[14]](#footnote-14)8** |  |  |
| **Research** |  |  |
| **Academic Assignments** |  |  |
| **Personal and Professional** |  |  |

PART B: What are your key areas of progress since the last ITP meeting?

|  |  |
| --- | --- |
|  | **Progress** |
| **Clinical[[15]](#footnote-15)8** |  |
| **Research** |  |
| **Academic Assignments** |  |
| **Personal and Professional** |  |

PART C: Following discussion in your ITP meeting, what are your agreed action points?

|  |  |
| --- | --- |
|  | **Action Points** |
| **Clinical[[16]](#footnote-16)8** |  |
| **Research** |  |
| **Academic Assignments** |  |
| **Personal and Professional** |  |

**ITP 4**

PART A: As a developing Trainee Clinical Psychologist, what do you currently feel are your key strengths and areas for development?

|  |  |  |
| --- | --- | --- |
|  | **Strengths** | **Areas for Development** |
| **Clinical[[17]](#footnote-17)8** |  |  |
| **Research** |  |  |
| **Academic Assignments** |  |  |
| **Personal and Professional** |  |  |

PART B: What are your key areas of progress since the last ITP meeting?

|  |  |
| --- | --- |
|  | **Progress** |
| **Clinical[[18]](#footnote-18)8** |  |
| **Research** |  |
| **Academic Assignments** |  |
| **Personal and Professional** |  |

PART C: Following discussion in your ITP meeting, what are your agreed action points?

|  |  |
| --- | --- |
|  | **Action Points** |
| **Clinical[[19]](#footnote-19)8** |  |
| **Research** |  |
| **Academic Assignments** |  |
| **Personal and Professional** |  |

**ITP 5**

PART A: As a developing Trainee Clinical Psychologist, what do you currently feel are your key strengths and areas for development?

|  |  |  |
| --- | --- | --- |
|  | **Strengths** | **Areas for Development** |
| **Clinical[[20]](#footnote-20)8** |  |  |
| **Research** |  |  |
| **Academic Assignments** |  |  |
| **Personal and Professional** |  |  |

PART B: What are your key areas of progress since the last ITP meeting?

|  |  |
| --- | --- |
|  | **Progress** |
| **Clinical[[21]](#footnote-21)8** |  |
| **Research** |  |
| **Academic Assignments** |  |
| **Personal and Professional** |  |

PART C: Following discussion in your ITP meeting, what are your agreed action points?

|  |  |
| --- | --- |
|  | **Action Points** |
| **Clinical[[22]](#footnote-22)8** |  |
| **Research** |  |
| **Academic Assignments** |  |
| **Personal and Professional** |  |

Table 8.1 – BPS required experience and skills through practice placements[[23]](#footnote-23)

|  |  |
| --- | --- |
| Service Users – A fundamental principle is that trainees work with clients across the lifespan, such that they see a range of service users whose difficulties are representative of problems across all stages of development. | These include:  • a wide breadth of presentations – from acute to enduring and from mild to severe;  • problems ranging from those with mainly biological and/or neuropsychological causation to those emanating mainly from psychosocial factors;  • problems of coping, adaptation and resilience to adverse circumstances and life events, including bereavement and other chronic, physical and mental health conditions;  • service users with significant levels of challenging behaviour;  • service users across a range of levels of intellectual functioning over a range of ages, specifically to include experience with individuals with developmental intellectual disability and acquired cognitive impairment;  • service users whose disability makes it difficult for them to communicate;  • where service users include carers and families;  • service users from a range of backgrounds reflecting the demographic characteristics of the population.  Trainees will need to understand the impact of difference and diversity on people’s lives (including sexuality, disability, ethnicity, culture, faith, cohort differences of age, socio-economic status), and their implications for working practices. |
| **SERVICE DELIVERY SYSTEMS** Trainees should have experience of working across a range of healthcare systems and providers. | Providers could be largely within the NHS but may also involve work within third sector, social care, and independent providers encompassing primary and community care, secondary care and inpatient or other residential facilities. The extent to which such placements are used will be dependent on local circumstances. |
| **MODES AND TYPES OF WORK:** | Trainees should:  •undertake assessment, formulation and intervention both directly and indirectly (e.g. through staff, carers and consulting with other professionals delivering care and intervention);  • this work should be underpinned by at least two evidence-based models of formal psychological intervention, one of which must be cognitive-behaviour therapy;  • however, trainees must be able to work with complexity and co-morbidity and thus draw from knowledge bases across models of therapy, and evidence bases for different interventions and approaches, when appropriate to the needs and choices of the service user;  • work within multi-disciplinary teams and specialist service systems, including some observation or other experience of change and planning in service systems;  • be critical of their own approach, and aware of how to practise in the absence of reliable evidence, as well as being able to contribute from their work to the evidence base. |

1. Any programme related tasks, to include DIG membership, provision of group supervision etc. [↑](#footnote-ref-1)
2. ‘Community Engagement’ column indicates approximate timing of ITP – there is no expectation to develop therapy specific competencies within the community engagement project. [↑](#footnote-ref-2)
3. SAE – Self-Assessment Exercise [↑](#footnote-ref-3)
4. TPA – Thesis Preparation Assignment [↑](#footnote-ref-4)
5. PALS 1-3 – Placement Assessment – Live Skills [↑](#footnote-ref-5)
6. PASE – Placement Assessment – Service Evaluation [↑](#footnote-ref-6)
7. SIPP – Service Improvement Poster Presentation [↑](#footnote-ref-7)
8. See Table 8.1 for reflection prompts [↑](#footnote-ref-8)
9. [↑](#footnote-ref-9)
10. 8 See Table 8.1 for reflection prompts [↑](#footnote-ref-10)
11. 8 See Table 8.1 for reflection prompts [↑](#footnote-ref-11)
12. [↑](#footnote-ref-12)
13. [↑](#footnote-ref-13)
14. 8 See Table 8.1 for reflection prompts [↑](#footnote-ref-14)
15. [↑](#footnote-ref-15)
16. [↑](#footnote-ref-16)
17. 8 See Table 8.1 for reflection prompts [↑](#footnote-ref-17)
18. [↑](#footnote-ref-18)
19. [↑](#footnote-ref-19)
20. 8 See Table 8.1 for reflection prompts [↑](#footnote-ref-20)
21. [↑](#footnote-ref-21)
22. [↑](#footnote-ref-22)
23. British Psychological Society (2019). *Standards for the accreditation of Doctoral programmes in clinical psychology.*https://www.bps.org.uk/sites/www.bps.org.uk/files/Accreditation/Clinical%20Accreditation%20Handbook%202019.pdf [↑](#footnote-ref-23)