PALS number**[[1]](#footnote-1)***:* PALS#3

**Assignment Title:**

**Trainee number:**

**Attempt:** Summative / Resubmission (please delete as appropriate)

**Instructions for Markers**: PALS is marked as Pass or Fail, with qualitative feedback provided on the Trainee Feedback Form. Domains are considered either active or passive. The table below shows the active and passive domains for this assignment. This marksheet has been organised so that all of the active domains are presented first. PALS1/2 can fail one domain but still pass overall; PALS3 must pass all domains.

|  |  |
| --- | --- |
| **DOMAIN (click to go to the indicators for each)** | **OUTCOME** |
| 1. [Collating information and knowledge](#_Passive_Domain:_Collating) | PASS / FAIL |
| 2. [Critical analysis & synthesis](#_Active_Domain:_Critical) | PASS / FAIL |
| 3. [Strategy for application (deciding)](#_Active_Domain:_Strategy) | PASS / FAIL |
| 4. [Performance skills](#_Active_Domain:_Performance) | PASS / FAIL |
| 5. [Responsive to impact & learning from experiences](#_Active_Domain:_Responsive) | PASS / FAIL |
| 6. [Communicating information effectively](#_Passive_Domain:_Communicating) | PASS / FAIL |
| 7. [Interpersonal skills & collaboration](#_Active_Domain:_) | PASS / FAIL |
| 8. [Organisational skills](#_Passive_Domain:_Organisational)  | PASS / FAIL |
| 9. [Demonstrating Essential Knowledge](#_Passive_Domain:_Demonstrating) | PASS / FAIL |
| 10. [Professional behaviour](#_Passive_Domain:_Professional) | PASS / FAIL |
| **Outcome**  | PASS / FAIL |

**Rating Active Domains**

Ratings are determined using the indicators outlined on this form. As evidence is gathered from the assignment for active domains, markers should highlight the appropriate text to indicate whether the assignment is not of a passing standard, of a level expected for PALS#1, of a level expected for PALS#2, or of a level expected for PALS#3. This will allow trainees to see how their work fits with the defined standards, for example;



These indicators are used to guide marker’s decision about whether this domain has met an overall standard for a pass (appropriate to the submission). For example, if a PALS#3 is hitting mostly PALS#1 and PALS #2 standard points, then this may suggest a fail rating is appropriate for that domain. If a PALS#1 is hitting mostly PALS#3 indicators, this might reflect a high quality submission for that domain.

However, these indicators should act as a guide for what might reflect a passing standard in each domain at a particular point in training; they are not fixed criteria and trainees do not have to hit all of the indicators in a domain. There is no minimum set number of indicators in a domain which have to be met. Markers must make an integrated and balanced judgement on whether the domain has passed or not. Evidence which fits under a particular domain but does not match one of the indicators provided can be recorded in the space for qualitative feedback under each domain.

**Rating Passive Domains**

Passive domains are presumed to pass unless significant concerns are highlighted. The serious concern indicators should be used to guide the rating of passive domains. If there is evidence for a serious concern, the relevant indicator should be highlighted as in the example below. This should be supported by qualitative feedback, clearly outlining why the domain has not passed (in order to provide guidance for resubmission). Please note that the marksheet does not contain an exhaustive list of potential serious concern indicators - other concerns can be outlined in the qualitative section of the sheet. If no concerns are indicated, please rate the domain as a Pass.

 **Summary Sheet**

Once ratings for each domain have been agreed, please complete the overall assignment rating (p. 1) and overall qualitative feedback at the end of this document [here](#_General_marker’s_comments). Please return completed marksheets to dclinpsymarking@lancaster.ac.uk.

# Active Domain: Critical Analysis & Synthesis

MARK: PASS / FAIL (delete as applicable)

| **Indicator** | **Not of passing standard (0)** | **PALS#1 passing standard (1)** | **PALS#2 passing standard (2)** | **PALS#3 passing standard (3)** |
| --- | --- | --- | --- | --- |
| *Critiquing* | Research/literature is presented at face value or in a descriptive way.  | The trainee shows skills in critiquing some of the time. There should be examples of this, but it might not be evident throughout the PALS. | The trainee critiques sources of information they access. There should be clear efforts to hold a critical perspective towards cited information. There should be evidence of an ability to strike a balanced view through weighing the evidence, even if there is room for improvement.  | The trainee shows skills in critiquing sources of information the majority of the time – this should include consistent efforts to identify limitations of cited material, including complex or sensitive materials. This should provide evidence that the trainee is able to appropriately weigh evidence and sources they cite, using this to guide their argument or reasoning.  |
| *Synthesising Range of Evidence* | A rigid approach is used, to the detriment of the work described. The trainee may have used a ‘cook book’ approach or not integrated information from different sources, for example being overly reliant on one research paper/text book.  | There is evidence that conclusions/arguments are based upon information from multiple sources of information. This may be descriptive but there are attempts to apply information to the situation at hand.  | Clear line of reasoning/logical argument is evident through the report; with attempts made to draw on a broad range of evidence/information sources before drawing conclusions or making arguments relevant to the situation at hand.  | In addition to passing standard 1&2, information from a range of sources is synthesised, with evidence that this has led to an improved understanding of the situation at hand.  |
| *Transferring & Adapting* | No attempts to transfer or adapt information (e.g. research evidence) or approach (e.g. skills and experience from other contexts) to be relevant to current situation or difficulty; or this is done in a way which fails to identify obvious flaws (meaning the approach is likely to prove ineffective or detrimental). | There is some evidence of attempting to transfer information (e.g. research evidence) or approaches (e.g. skills and experience from other contexts) to the current situation or difficulty.  | There are attempts to transfer information (e.g. research evidence) or approaches (e.g. skills and experience from other contexts) to the current situation or difficulty, highlighting the considerations/adaptations made and how this has influenced the work.  | Most of the time, the trainee has effectively transferred information or approaches from one area to the current situation – with appropriate modifications and safeguards to ensure that this has improved the quality of the work. It should be clear how transferring information or adapting an approach has helped to solve problems or resolve challenges. |
| *Theory to Practice Link* | It is not clear why an approach has been adopted, or the approach appears to have been adopted for simplistic reasons (e.g. rationale based purely on NICE guidance).  | There is some evidence of drawing on theory, evidence and previous knowledge/experience to apply in this context. | Links between theory and practice are made; previous knowledge/experience may be drawn on (with clear explanations for how this is relevant to the situation at hand).  | Most of the time the trainee demonstrates they can support their decisions about which theory or approach to apply in practice – this is typically guided by evidence gathered and/or previous knowledge/experience. It is clear how and why a particular theory/approach has been selected.  |
| *Creativity*  | No evidence that the trainee has tried to find any creative solutions (e.g. rigidly following a protocol). | There is some evidence of rising to the challenge of thinking creatively about a situation e.g. adapting an approach to be more person-centred | There is some evidence that the trainee thinks about problems in a reflexive and creative way, showing their attempts to individualise their approach to be more person-centred.  | There is evidence that the trainee thinks about problems in a reflexive and creative way, showing their attempts to individualise their approach to be more person-centred. |

#  *“Examples of positive evidence in this domain included…”*

# *“Suggested further evidence for this domain included…”*

# (For failed domains): “*In order to pass this domain, the following changes/additional evidence are required…”*

# Active Domain: Strategy for Application (Deciding)

MARK: PASS / FAIL (delete as applicable)

| **Indicator** | **Not of passing standard (0)** | **PALS#1 passing standard (1)** | **PALS#2 passing standard (2)** | **PALS#3 passing standard (3)** |
| --- | --- | --- | --- | --- |
| *Goal-based strategies* | No clear goals or plans for facilitating change are offered, or a plan is proposed that is likely to be ineffective in helping work towards identified goals.  | There is evidence that the trainee has considered recommendations for clinical intervention and/or next steps at the individual and/or systemic levels, relevant to the goals identified.  | Thoughtful and considered recommendations are offered for intervention at individual and/or systemic levels, consistent with the goals identified.  | The trainee offers a clear and detailed plan for facilitating change at individual/systemic levels, that is consistent with the goals identified and likely to be effective in helping work towards identified goals.  |
| *Justified rationale after considering alternatives* | No reason given for selecting the psychological approach they adopt. The approach chosen may seem arbitrary or forced given the context. No consideration of alternative approaches that could have been adopted. Flawed or poor decision making evident in the process of deciding what to present for submission, suggesting lack of engagement with supervisory processes. | The trainee gives some reasons for selecting the approach(es) adopted which are logical and credible, supported by appropriate research/policy/guidance.  | The trainee offers a clear rationale for the selected approach(es), which includes some weighing up of alternative approaches that might have been used. The trainee is clear about why they are using/recommending their approach over other credible alternatives, giving a rationale supported by appropriate evidence/guidance.  | The trainee offers a clear and persuasive rationale for the selected approach(es), which includes robust weighing up of the alternative approaches that might have been used and making a clear decision that is a good fit for the current situation. The trainee is clear about why they are using/recommending their approach over other credible alternatives, giving a rationale supported by appropriate evidence/guidance. The strategy is likely to be successful (based on the information available).  |
| *Barriers anticipated*  | The trainee fails to anticipate or make plans to overcome obstacles that are likely to occur or describes becoming stuck and fails to amend their strategy to attempt to overcome the difficulty. | The trainee anticipates some likely/obvious barriers to the work and considers these within their decision making process.  | The trainee anticipates some likely/obvious barriers to the work and considers these within their decision making process. Steps are taken and/or recommended to overcome or minimise the impact of these barriers.  | The trainee anticipates a broad range of barriers that might be reasonably expected to occur and develops appropriate contingency plans to overcome or minimise the impact of these barriers.  |
| *Approach tailored to the individual and context* | The trainee’s strategies do not take account of the need to adapt work for ability level of population or individual service user, or the work shows no awareness of the need to take account of broader context in their strategy. | There is evidence that the strategy devised takes some account of the population they are working with, e.g. pacing of the presentation of information. The strategies devised make an attempt to take some account of the broader socio-political context in making decisions about the work. | The trainee demonstrates evidence that their approach has been tailored to the individual and their specific needs, drawing on available evidence. The work is considerate of the broader socio-political context and how this might influence the individual and/or the effectiveness of the work.  | The trainee shows clear evidence that they have used an innovative or adapted approach to work with the individual, taking into account their specific needs to work in a way that is likely to be successful. The work draws on available evidence and may involve some transferability across contexts. The work is considerate of the broader socio-political context and how this might influence the individual and/or the effectiveness of work, identifying recommendations for how the impact of these wider considerations might be mitigated/tackled.  |

# *“Examples of positive evidence in this domain included…”*

# *“Suggested further evidence for this domain included…”*

# (For failed domains): “*In order to pass this domain, the following changes/additional evidence are required…”*

# Active Domain: Performance Skills

MARK: PASS / FAIL (delete as applicable)

| **Indicator** | **Not of passing standard (0)** | **PALS#1 passing standard (1)** | **PALS#2 passing standard (2)** | **PALS#3 passing standard (3)** |
| --- | --- | --- | --- | --- |
| *Skill* | The psychological technique/model/approach described by the trainee appears different/disconnected to what is presented in the recording, with no evidence that this has been considered/recognised.  | There is evidence that the psychological technique/model/approach described by the trainee is consistent with what is presented in the recording. The trainee can identify/label psychological techniques/models/approaches being used, with evidence provided that they understand the fundamentals of this - even if the application is imperfect.  | There is evidence that the trainee shows a good level of competence in applying techniques of a single psychological technique/model/approach; and/or there is evidence that the trainee can apply and integrate a range of psychological techniques/models/approaches. The trainee can identify/label techniques. Most of the time, they can demonstrate understanding of what they are doing and why. They should be able to highlight and evidence areas for improvement in their application of the model(s)/ approach(es)/ technique(s).  | In addition to passing standards 1&2, the trainee should demonstrate competence in explaining their approach in an accessible way – with adaptations evident if needed. |
| *Psychometrics* | The trainee does not consider using psychometric tests or measures when this would have been useful, or administers psychometric measures/tests inappropriately.  | The trainee demonstrates awareness/understanding of the importance of psychometric measures/tests and how these should be used competently. | The trainee demonstrates awareness of the importance of psychometric measures/tests and how these should be used competently. They show evidence of their ability to adapt their approach to meet the needs of the audience in a flexible way, for example using different/adapted tools or measures, or taking a critical stance towards the tools used.  | In addition to passing standard 1&2, the trainee shows evidence of their awareness of issues when stepping outside of standardised administration, taking a critical stance towards how tools were used in this situation. In addition, the trainee demonstrates they are able to reflect on issues such as reliability/validity and describe appropriate steps to mitigate the impact of adaptations.  |
| *Facilitating thinking* | The trainee fails to appropriately lead or facilitate a helpful discussion with an individual or within a group of people, with no recognition from the trainee regarding this i.e. trainee does not attempt alternatives to facilitate new ways of thinking.  | There is some evidence that the trainee is aware of ways in which they could help the person/audience develop new ways of thinking.  | There is evidence that the trainee is aware of ways in which they could help the person/audience develop new ways of thinking. There is some evidence that the trainee is aware of the shifts in perspective/wellbeing of the person/people in terms of psychological thinking/understanding.  | In addition to passing standard 1&2, there is a clear link between the explanations offered/techniques employed by the trainee and a shift in the perspective or wellbeing of the person/people involved, leading to a more psychological understanding of the problem or situation at hand.  |

# *“Examples of positive evidence in this domain included…”*

# *“Suggested further evidence for this domain included…”*

# (For failed domains): “*In order to pass this domain, the following changes/additional evidence are required…”*

# Active Domain: Responsive to Impact & Learning from Experiences

MARK: PASS / FAIL (delete as applicable)

| **Indicator** | **Not of passing standard (0)** | **PALS#1 passing standard (1)** | **PALS#2 passing standard (2)** | **PALS#3 passing standard (3)** |
| --- | --- | --- | --- | --- |
| *Awareness of personal impact* | The trainee typically fails to consider how the work has affected them personally and how this might impact on their work with client(s). Or, the trainee avoids or fails to reflect on the personal impact of the work described. | The trainee demonstrates some awareness of their own thoughts, feelings and motivations and their impact on the work. If the trainee has been affected by the work, they recognise that they may need to engage further with the experiences they are describing to move towards resolution or acceptance.  | The trainee demonstrates a rounded awareness of their own thoughts, feelings and motivations and their impact on the work. They are able to reflect on how this might have influenced the work. If the trainee has been affected by the work, they are able to describe effective strategies to help them move towards resolution or acceptance.  | The trainee demonstrates an in-depth awareness of their own thoughts, feelings and motivations and their impact on the work. They are able to reflect on how this might have influenced the work. If the trainee has been affected by the work, they are able to reflect on previous experiences and think about what has/has not helped them to move towards resolution or acceptance, identifying a clear and realistic strategy to help them with this.  |
| *Need to self-evaluate* | The trainee may display little awareness of the need to pro-actively evaluate their work, increasing the likelihood that mistakes will be repeated in similar situations. Evidence of a lack of insight. Or, the trainee has made assumptions about the client and shows unreliable self-evaluation skills in relation to this. | The trainee demonstrates a commitment to pro-actively evaluating their work and interactions on an ongoing basis. They sometimes describe processes or strategies they have thought about to help them to carry this out.  | The trainee demonstrates a commitment to pro-actively evaluating their work and interactions on an ongoing basis. They are responsive to these evaluations. They are able to demonstrate evidence of using processes or strategies to support this, and sometimes describe how they intend to act on these evaluations to adjust their behaviours going forward. | The trainee demonstrates a commitment to pro-actively evaluating their work and interactions on an ongoing basis. They are responsive to these evaluations. They are able to demonstrate evidence of using processes or strategies to support this, and are able to provide evidence of acting on these evaluations the majority of the time to adjust their behaviours going forward. They are able to identify any aspects of these dynamics that require reflection and/or discussion in supervision, or that could have been responded to differently. |
| *Using supervision effectively*  | Does not describe use of supervision or no evidence that this is valued/reflected on.  | The trainee demonstrates engagement in supervision.  | The trainee demonstrates effective use of supervision, drawing on what they have learned from the process.  | The trainee demonstrates effective use of supervision, drawing on what they have taken from this process including both what they have learned from the supervisor, and what they have taken from the reflective aspects of supervision.  |
| *Learning needs identified & integrated into future situations.*  | No obvious learning needs arising from the work described are acknowledged/recognised. Or, the trainee’s self-evaluation is unreliable (i.e. over confident in approach/overstating abilities or too self-effacing/self depreciating). Or, the trainee describes an overly rigid approach to their work. The trainee gives little or no consideration to the integration of their learning into future work. | The trainee can identify some development and learning needs arising from the work described. The trainee demonstrates that they are able to generalise some learning from this work and apply it to other situations/future work..  | The trainee can accurately identify development and learning needs arising from the work described and has considered how these might be addressed. They are able to identify how their learning from this situation might apply to other contexts, and how learning from other contexts relates to this work.  | The trainee provides a comprehensive assessment of relevant learning needs identified during the course of the work described. There is evidence that the trainee has considered their learning as an ongoing cycle of development and reflection, in the context of their transferable skills, with a clear and realistic plan to address areas for development.  |
| *Reflection*  | A lack of recognition or willingness to engage in reflecting on their position within any ethical and professional issues that arise.  | The trainee is able to reflect when what they are trying has not worked. The trainee takes a reflective stance toward some ethical, diversity, or professional issues. | The trainee demonstrates that they can reflect on their own position within their work in a balanced way. The trainee shows that they regularly reflect on ethical, diversity, or professional issues.  | In addition to passing standards 1&2, they are able to discuss how this reflective process shapes their practice/identity as a clinical psychologist.  |

# *“Examples of positive evidence in this domain included…”*

# *Suggested further evidence for this domain included…”*

# *(For failed domains): “In order to pass this domain, the following changes/additional evidence are required…”*

# Active Domain: Interpersonal Skills & Collaboration

MARK: PASS / FAIL (delete as applicable)

| **Indicator** | **Not of passing standard (0)** | **PALS#1 passing standard (1)** | **PALS#2 passing standard (2)** | **PALS#3 passing standard (3)** |
| --- | --- | --- | --- | --- |
| *Engaging, listening and collaborating* | The trainee shows limited competence in engaging others (e.g. poor use of humour, body language suggests disinterest, note writing or use of written materials is poorly timed, excessive or not collaborative, tone of voice is inappropriate to context). Pacing may not match the person’s needs (e.g. move on too fast or silence held for too long/not long enough). The trainee does not appear to listen or take into account views of others (e.g. talk over others or close down a conversation). The trainee appears uncomfortable or is not able to contain the person’s distress (e.g. fails to respond to the person’s pace or emotional tone appropriately/in a congruent way which leads to observable difficulties with the engagement/rapport).Trainee has no or little control over the session in relation to managing multiple voices, or makes no effort to facilitate someone who is being silenced to be heard, with little/no reflection/discussion of this in the report.  | The trainee demonstrates awareness/understanding of the importance of warmth and being engaging throughout the session. The trainee shows evidence that they understand the importance of consistent active listening skills. The trainee demonstrates that they recognise the need to be containing of the client e.g. by remaining calm, appearing competent and assured, and communicating empathy without becoming unduly distressed themselves. | In addition to passing standard 1, the trainee demonstrates their awareness of potential barriers to active listening and engagement e.g. written materials, asking questions in a rigid inflexible way. The trainee shows evidence that they have thought about working in a collaborative way. The trainee is able to identify challenges to their ability to remain calm, competent, assured and empathic and reflect on these. They are able to identify and reflect on issues or challenges to the interpersonal dynamic.The trainee is aware of the need to manage difficult dynamics in a sensitive and appropriate way, which allows all voices to be heard.    | In addition to passing standards 1& 2, the trainee is able to offer ideas/demonstrate how to address barriers in the work.The trainee is able to identify challenges in interpersonal dynamics and offer and/or demonstrate ways forward to address/manage any challenges to the therapeutic alliance.There is evidence that the trainee is able to collaborate and establish productive negotiations even in challenging situations. When working with more than one person, the trainee demonstrates that they manage complex or conflictual situations most of the time whilst still allowing all voices to be heard.  |
| *Questions* | There is limited competence in questioning, with some questions being insensitive or not relevant.Questions may often be closed, or are unlikely to increase understanding.The same question may be asked repeatedly | Questions used are mostly asked in an appropriate way (i.e. closed or open, as needed); the trainee is able to identify and reflect on questions that are less effective in their report. The trainee demonstrates that they understand how to ask questions that are appropriate, sensitive, relevant and clear. | In addition to passing standard 1, the trainee can generate alternative questions to address those they considered to be ineffective/poorly timed to enhance rapport, connection and collaboration.  | In addition to passing standards 1 & 2, there is consistent evidence that the trainee knows how to use effective questions facilitate understanding and encouraging reflection/psychological thinking. |
| *Compassion* | Does not attend to or ignores person’s emotion or distress. The trainee’s approach may escalate a client’s distress through non-verbal cues which indicate lack of warmth, dismissal or judgement. | The trainee shows evidence that they are attempting to be compassionate, validating and genuine in approach, towards the person they are speaking to or about (for indirect sessions). Aspects of the trainee’s approach which may indicate lack of warmth, dismissal or judgement are identified and discussed in the report.  | In addition to passing standard 1, the trainee shows evidence that they understand the importance of being attuned to the client/context, in terms of the person they are speaking to or about (for indirect sessions). They provide evidence they are aware how to attend to complex or intense emotion or distress; conveying authentic warmth in the face of challenge or complexity, and able to identify/reflect on situations where this is imperfect.  | In addition to passing standard 1 and 2, the trainee shows evidence that they can facilitate a compassionate stance, e.g. helping a client take a compassionate stance towards a person not present; or in an indirect session, helping a team take a compassionate stance towards a client.  |
| *Leading* | The trainee is unable to manage or work with dynamics or conflict. They may appear to be out of their depth or overwhelmed. There is limited competence in skills of negotiation, collaboration and the ability to respectfully influence others.Little or no attempt to use leadership skills are evident. They may appear unsure about how to proceed with a disorganised approach to a situation.  | The trainee makes good attempts to assert themselves. They demonstrate some skills to negotiate and collaborate with others. The trainee shows some early skills in leading to find the most productive and efficient ways forward.  | The trainee is able to assert themselves appropriately in most situations, doing this in a considered way that is likely to produce the best results from the situation. They are aware of when to take the lead when this is needed/appropriate, and reflect on areas for improvement.  | The trainee shows good leaderships skills appropriate to the situation. |

# *“Examples of positive evidence in this domain included…”*

# *“Suggested further evidence for this domain included…”*

# (For failed domains): “*In order to pass this domain, the following changes/additional evidence are required…”*

# Passive Domain: Collating Information and Knowledge

MARK: PASS / FAIL (delete as applicable)

| **Serious Concern Indicator** |
| --- |
| The trainee has not been able to demonstrate that they can construct and execute an information gathering strategy (either within the report or the clinical recording). |
| The trainee has not drawn on existing knowledge to address the situation or issue under discussion. |
| The trainee has not drawn on appropriate information sources (e.g. social media, magazines instead of research/policy/guidance).  |
| Range of evidence/information sources drawn from is out of date and/or not appropriate/relevant.  |

**Evidence collected from assignment and feedback:**

# Passive Domain: Communicating Information Effectively

MARK: PASS / FAIL (delete as applicable)

| **Serious Concern Indicator** |
| --- |
| No attempt is made to explain psychological principles or ideas when this would clearly be appropriate. Or, the trainee explains psychological principles or ideas poorly (e.g. using unclear language or jargon). Their efforts are not likely to prove helpful to the audience. |
| The trainee has not communicated information effectively, such that it is unclear how parts of the work were conducted, or descriptions of the reasoning of the trainee are unintelligible. This may include significant issues with writing style, adherence to APA formatting guidance, or typographical/grammatical errors that affect the readability of the report *(minor errors that do not constitute a fail in this domain can be documented below for feedback).* |
| The style, content or delivery of the written work is inappropriate for an academic assignment.  |

**Evidence collected from assignment and feedback:**

# Passive Domain: Organisational Skills

MARK: PASS / FAIL (delete as applicable)

| **Serious Concern Indicator** |
| --- |
| The trainee presents a written report that is disorganised or lacks structure/cohesion. Information in the report is organised in a disjointed way which makes it difficult to read/follow. |
| There is evidence that the trainee has been unable to prioritise demands to achieve objectives in an appropriate or timely fashion. |
| The written submission contains much extraneous or incidental information at the expense of more relevant content, or in the recording the trainee focuses primarily on extraneous or incidental information at the expense of more relevant content. |

 **Evidence collected from assignment and feedback:**

# Passive Domain: Demonstrating Essential Knowledge

MARK: PASS / FAIL (delete as applicable)

| **Serious Concern Indicator** |
| --- |
| There is a lack of basic relevant policy research or guidance presented in this report, or the trainee lacks awareness of both evidence based practice and practice based evidence. |
| The trainee demonstrates a lack of knowledge around key factors in interventions for people experiencing psychological distress.  |
| There is evidence that the trainee does not understand the role of a clinical psychologist.  |
| There is evidence that the trainee appears unable to offer psychological opinion or advice.  |
| The trainee lacks awareness of the legislative and national planning contexts for service delivery or clinical practice.  |
| The trainee demonstrates a lack of knowledge/awareness of the DCP code of conduct and HCPC standards of conduct, performance and ethics. |
| The trainee lacks awareness of the ‘recovery of personal and social functioning’ agenda and the debates surrounding it. |
| The trainee lacks awareness of the emotional impact of change on individuals, groups or services. |

**Evidence collected from assignment and feedback:**

# Passive Domain: Professional Behaviour

MARK: PASS / FAIL (delete as applicable)

| **Serious Concern Indicator** |
| --- |
| The trainee does not identify potential risk or the need to assess risk in an appropriate way, or does not manage risk in a suitable way. |
| The trainee has not demonstrated that they have followed assignment guidance around gaining informed consent. |
| There is evidence that the trainee has worked outside of their competence or acted in a way which raises questions around their fitness to practice. |
| The trainee has behaved in a way which demonstrates that they are not accepting accountability or responsibility for their actions.  |
| The trainee has failed to keep appropriate boundaries.  |
| The trainee has not complied with policies and professional practice requirements.  |
| The trainee has behaved in a way which is not ethical, failing to recognise any malpractice or unethical practice.  |
| There is evidence of a misuse of power or authority which may impact the quality of interactions or collaborations. e.g. poor balance between trainee’s views and the views of client/other person, either in the recording or report. Or, the trainee takes a passive position and allows others to dominate a situation with little or no active involvement themselves. |
| The trainee has failed to complete work to a ‘good enough’ standard.  |

**Evidence collected from assignment and feedback:**

|  |
| --- |
| Marker’s overall comments on the assignment*Please ensure this is completed, including both positive and developmental feedback on the work.****PALS1/2 can fail one domain but still pass overall; PALS3 must pass all domains.*** |
|  |

1. You can use this dropdown list to select whether this is a PALS #1, #2 or #3. Click off this dropdown list to highlight the appropriate indicators on the marksheet below. Macros must be enabled for this highlight tool to work. [↑](#footnote-ref-1)