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**Placement Assignment Service Evaluation (PASE)**

**Trainee Feedback Form**

**Assignment Title:**

**Trainee number:**

**Attempt: Submission / Submission 2 / Resubmission**

**Note to markers**

Please used the ‘evidence collected’ sections under each domain to record evidence as you mark the assignment. You may also wish to highlight some of the applicable sample behavioural indicators in the tables in each domain section. Please provide feedback to the trainee under the ‘demonstrated well’ and ‘improved by’ sections on the strengths of the piece of work and areas where it could have been improved. When you have commented on each actively assessed domain for the assignment, please make any general comments in the final section of this form.

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| --- | --- |
| **DOMAIN** | **OUTCOME** |
| 1. Collating information and knowledge | PASS / FAIL |
| 2. Critical analysis & synthesis | PASS /FAIL |
| 3. Strategy for application (deciding) | PASS / FAIL |
| 4. Performance skills | PASS / FAIL |
| 5. Responsive to impact & learning from experiences | PASS / FAIL |
| 6. Communicating information effectively | PASS / FAIL |
| 7. Interpersonal skills & collaboration | PASS /FAIL |
| 8. Organisational skills  | PASS /FAIL |
| 9. Professional behaviour  | PASS / FAIL |
| 10. Demonstrating Essential Knowledge | PASS / FAIL |
| **Outcome**  | PASS / FAIL |

Each domain, including the non-active domains, must be rated either ‘pass’ or fail’. Rating any domain as ‘fail’ will result in this attempt at the assignment failing.

For domains which are actively assessed in this assignment (with a green background above) the assignment must contain a sufficiently good balance positive versus negative evidence for a ‘pass’ rating to be given.

Domains which are not being actively assessed (yellow background above) should only be rated ‘fail’ if there is substantial negative evidence indicating a serious shortcoming in this area.

You should use the examples for each domain (separate document) to guide your judgement.

**1. Collating information and knowledge**

PASS / FAIL

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators***  |
| An effective information-gathering strategy was implemented. | It is unclear how the information was gathered or the strategy was ineffective. |
| The trainee adopts appropriately different strategies for finding differing kinds of information. | The same approach or a ‘one for all’ strategy is used to find information with the expectation that it will provide all necessary information. |
| The trainee has drawn on a range of sources of information relevant to the focus of the evaluation. This should include as appropriate quantitative and qualitative research, theoretical literature, professional practice guidance; national and local policy and procedure documents, and factual information such as demographic and other relevant data.  | The trainee has only drawn on a limited range of literature, resulting in a partial or incomplete understanding of the context of the evaluation or a misunderstanding of what should be evaluated and why.  |
| The literature selected is up to date and germane in setting a helpful context to the evaluation undertaken.  | The report is missing key paper for the topic areas and/or the literature used is out of date or does not seem relevant. |
| The trainee has considered the helpfulness of involving service-users or other groups of people affected by the issue being evaluated (e.g. specific staff groups) in the design of the service evaluation. They may have involved them if this is considered appropriate.  | Trainee has failed to consider whether helpful additional information could be obtained from consulting with service-users or other groups of people affected by the issue being evaluated when designing the evaluation. |

***Evidence collected from assignment and feedback:***

1. *“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…”*

**2. Critical analysis & synthesis**

PASS / FAIL

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators***  |
| The trainee demonstrates the ability to construct a clear, logical, well-reasoned argument. | There is a lack of clarity, logic or structure in the way the trainee develops their arguments. |
| The trainee demonstrates a clear understanding of the issues they discuss. | There is a lack of clarity or confusion in the way issues are discussed. |
| The trainee has given appropriate weight and space in the assignment to the different sources they have drawn on. | The trainee has inappropriately given too much space to certain sources, and not enough to other sources. |
| The trainee supports the development of their arguments with reference to appropriate sources of evidence, sufficient to convince the reader that the trainee has critically engaged with the ideas and evidence they have read. | The trainee makes insufficient use of sources of evidence in developing their arguments, making it unclear how they arrived at their conclusions. |
| The trainee is able to combine sources of information and synthesise these, in order to create a richer understanding of the issue(s) being explored. | The trainee has not demonstrated an ability to synthesise the information and arrive at a suitable conclusion. |
| There is good evidence of critical engagement with the literature and information obtained. | The trainee accepts information at face value rather than critically evaluating it. |
| The trainee includes an appropriate balance of description of existing literature and other information and interpretation. | The trainee gives too much space to describing sources of information, with little or no interpretation of that information. |
| The trainee shows they are able to adapt information appropriately to a different context and demonstrate awareness of the implications and limitations of doing so.  | The trainee has used information from a different context and applied it to this context but has not recognised obvious flaws in the transfer of context. OR trainee has not transferred information between contexts when this is obviously appropriate and would significantly help understanding in the subject area.  |
| The trainee is able to draw out the most salient features within the information being drawn on or data being collected and weigh their conclusions or findings appropriately. | The trainee has mis-interpreted literature or results or given some information too much or too little weight. |
| The trainee is able to draw conclusions on the basis of their evaluations and articulate these. | The conclusions drawn do not flow from the results. |
| The trainee shows an awareness of the strengths and limitations of their evaluation work. | There is limited or no awareness shown of strengths and/or limitations of the evaluation conducted. |

***Evidence collected from assignment and feedback:***

1. *“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…”*

**3. ‘Deciding’ - Strategy for application**

PASS / FAIL

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| --- | --- |
| ***Positive indicators*** | ***Negative indicators***  |
| The process of choosing the methodology is well-described, thorough, and balanced. | The method chosen is poorly described or poorly chosen. |
| There is a clear and logical link between the introduction, the evaluation conducted, and the conclusions drawn.  | The link between the sections of the assignment seems tangential or hard to discern. |
| The conclusions of the report have the capacity to influence organisational policies and/or procedures and this is recognised by the trainee.  | Report conclusions have no practical implications that could influence services or procedure, or the trainee fails to recognise these. |
| The PASE links the findings well to ideas for future projects and recommendations relevant to service provision, organisational policies and procedures. | Recommendations for the service are lacking and/or not appropriate or do not appear to follow from the results. |
| An appropriate dissemination method is specified in enough detail to ensure that the project findings provide the maximum benefit to services and service-users. | The dissemination strategy is not appropriate or misses key avenues. |
| The approach the trainee described taking targets the stated aims of the work. | There is no clear relationship between approach and aim of the work. |
| There is evidence that the trainee has anticipated reasonable barriers to the work and considered this within their decision-making process. | The trainee describes becoming stuck and unable to problem solve. |
| Selection of appropriate inclusion and exclusion criteria for the method is demonstrated (if appropriate). | No consideration of, or poor knowledge of alternative methods. |

***Evidence collected from assignment and feedback:***

1. *“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…”*

**6.‘Communicating’ - Communicating information effectively**

PASS / FAIL

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| ***Positive indicators*** | ***Negative indicators***  |
| All sections that are required are present in the assignment. | Sections that one would expect to find within the assignment are missing.  |
| The PASE is logically structured and easy to follow for the reader. | The report is poorly structured and/or hard to follow. |
| The report contains a clear description of the aims or rationale for the evaluation. | The purpose of the evaluation is not made sufficiently clear. |
| The writing style is appropriate for a professional audience. | The writing is pitched at the wrong level for an academic or professional audience or the language used is sometimes colloquial. |
| The PASE is written in an economical manner and any ideas are expressed effectively. | Descriptions are verbose or overly long, or ideas are poorly expressed |
| Complex concepts and theory are described for the reader. | Technical or complex concepts are introduced to the reader but not sufficiently described and / or explained to facilitate understanding, or abbreviations are unexplained at first use.  |
| The trainee communicates in an accessible manner. | Communication is vague, and/or unnecessarily complex. |
| There is consistent use of terminology throughout the report. | Terminology is used inconsistently.  |
| Any tables and / or figures are clear, understandable, easy to interpret, and appropriate. | Tables or figures are unclear, unnecessary / used inappropriately. |
| The PASE is mostly free of spelling, grammatical or formatting errors, or if present any such errors don’t detract significantly from the intended message. | There are formatting, spelling, grammatical, tense or word mis-use errors which prevent the report from being understood or significantly damage its credibility.  |
| All references cited in the text appear in the reference section and vice versa. | There are citations in the main body of the review for which no entry is present in the reference section or vice versa.  |
| The dissemination strategy includes consideration of how to adapt communication to meet the needs of the audience. | The dissemination strategy does not include thoughts around how to meet the communication needs of the audience. |

***Evidence collected from assignment and feedback:***

1. *“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…”*

**4. Performance skills**

PASS / FAIL

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| ***Serious concern indicator*** |
| There are concerns about how the trainee has carried out the service evaluation, such as not following the method they had planned without explanation. |
| The trainee did not collect the data required. |
| There is evidence that the trainee has failed to competently apply the methodology being used in the evaluation.  |

***Evidence collected from assignment and feedback:***

**5. Responding –**

PASS / FAIL

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| ***Serious concern indicator*** |
| There is little or no evidence of reflection in the report. |
| The trainee fails substantially to accurately critically reflect on the impact or implications of their evaluation strategy. |
| The trainee shows that despite recognising that their strategy, evaluation methods or aims are likely to prove problematic, they are unable to or unwilling to change these.  |
| The trainee shows a comprehensive failure to generalise learning from one context to another. |

***Evidence collected from assignment and feedback:***

**7.Interpersonal skills & collaboration**

PASS / FAIL

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| ***Serious concern indicator*** |
| There is no evidence of stakeholder involvement (service, staff and service-users) being considered or input of key stakeholders seems to be missing. |
| There is evidence that the project was not planned collaboratively with the placement supervisor. |
| The trainee comprehensively fails to recognise the goals and agendas of others. |
| The trainee significantly fails to appreciate what other might have to offer in terms of contributing to the evaluation. |
| The trainee deliberately chooses an evaluation strategy that prioritises avoiding challenging interpersonal situations or social encounters over developing knowledge in the most useful and appropriate manner.  |
| The trainee ignores obvious opportunities to collaborate with others appropriately.  |

***Evidence collected from assignment and feedback:***

1. **Organisational skills**

PASS / FAIL

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| ***Serious concern indicator*** |
| The proposal form was not submitted on time. |
| The report and/or proposal form was incomplete. |
| Failure to carry out key activities that form part of the assignment without good reason.  |
| The trainee produces work which is unfinished, poorly presented or sloppy.  |
| The trainee fails with no good reason to follow the instructions provided by the assignment co-ordinator.  |
| The trainee shows little ability to appropriately prioritise tasks that are necessary for completing the assignment. |

***Evidence collected from assignment and feedback:***

**9. Professional behaviour**

PASS / FAIL

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| ***Serious concern indicators***  |
| Pertinent, important ethical issues are not identified or described. |
| Ethical issues which arose are not adequately discussed or resolved. |
| Language used is discriminatory or judgemental. |
| Psychiatric or medical terms are used inappropriately (without comment or consideration). |
| The trainee fails to work within the limits of their own competence, or dramatically mis-judges their own level of competence.  |
| The trainee refuses to accept accountability or take responsibility for their actions.  |
| The trainee fails or refuses to respond to feedback appropriately. |
| The trainee crosses professional boundaries or behaves inappropriately. |
| The trainee contravenes professional practice guidelines |
| The trainee provides evidence that they have or plan to substantially abuse the power that they have. |
| The trainee fails to take initiative or shows little or no motivation to complete the assignment tasks.  |

***Evidence collected from assignment and feedback:***

**10. Demonstrating Essential Knowledge**

PASS / FAIL

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| ***Negative indicators***  |
| The trainee demonstrates they do not know how to access needed policy or practice guidance. |
| There is no reference to vital relevant literature, such as HCPC/BPS or NHS policy. |
| The trainee shows a substantial ignorance of the evidence base or the efficacy of pan-theoretical factors in interventions with people experiencing psychological distress. |
| The trainee shows a substantial ignorance or misunderstanding of the role of a clinical psychologist.  |
| The trainee shows substantial ignorance of national legislative and policy contexts or governance relating to service delivery, clinical and / or research practice.  |
| The trainee demonstrates ignorance of the DCP code of conduct or the HCPC Standard of conduct, performance and ethics for students. |
| The trainee shows ignorance of other key knowledge they should be aware of from mandatory training, such as safeguarding, moving and handling, information governance etc.  |
| The trainee fails to show other basic knowledge needed by all trainee psychologists for safe practice relating to the use of psychological tests, assessment, formulation, and intervention or outcome evaluation.  |

***Evidence collected from assignment and feedback:***

**General marker’s comments on the assignment**

***Please ensure this is completed, including both positive and developmental feedback on the work.***