

**SELF ASSESSMENT EXERCISE**

**Trainee Feedback Form**

**Assignment Title:**

**Trainee name:**

**Attempt: Submission/ Submission (attempt 2) / Resubmission (please delete or highlight)**

**Note to markers**

Please use 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.

The domains being actively assessed for this assignment are highlighted in green below. The assignment must contain a sufficiently good balance of positive versus negative evidence for a ‘pass’ rating to be given.

A ‘pass with conditions’ rating should be given only when there are minor issues with the evidence gathered from the assignment, which the trainee can rectify through amending or adding to their development strategy or other aspects of the SAE form, or through compelting and documenting further formative self-evaluative tasks. An assignment attracting a ‘pass with conditions’ rating for any domains will be marked overall as ‘pass with conditions’. Markers need to make it explicit what conditions the trainee needs to meet to attain a pass. The revised SAE form will be returned to an original marker who will convert the ‘pass with conditions’ to a ‘pass’ mark once satisfied with the changes completed.

A fail should be given when substantial negative evidence is collated from the assignment. A fail given to any domain leads to an automatic fail for the assignment. Yellow domains are only rated ‘fail’ where there is a significant area of weakness or negative evidence identified in the work. This would lead to a ‘Pass with conditions’ or ‘Fail’ rating for a yellow domain (the rating of pass is assumed for a yellow domain if not negatively rated).

Please use the indicators to guide your judgement across all the domains.

|  |  |
| --- | --- |
| **DOMAIN** | **OUTCOME** |
| L1. Collating information and knowledge | PASS / PWC / FAIL |
| L2. Critical analysis & synthesis | PASS / PWC / FAIL |
| L3. Strategy for application (deciding) | PASS / PWC / FAIL |
| L4. Performance skills | PASS / PWC / FAIL |
| L5. Responsive to impact & learning from experiences | PASS / PWC / FAIL |
| 6. Communicating information effectively | PASS / PWC / FAIL |
| 7. Interpersonal skills & collaboration | PASS / PWC / FAIL |
| 8. Organisational skills | PASS / PWC / FAIL |
| 9. Demonstrating Essential Knowledge | PASS / PWC / FAIL |
| 10. Professional behaviour | PASS / PWC / FAIL |
| **Outcome** | PASS / PWC / FAIL |

**L1.** **Collating information and knowledge**

PASS / PWC / FAIL

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Is able to draw from experiences prior to training | Is unable to consider experiences prior to training |
| Is able to locate suitable self-assessment/evaluation material | Is unable to demonstrate ability to locate relevant evaluation/assessment information |
| Is able to demonstrate/describe an effective approach to gathering the information for this assignment | Is not able to demonstrate/describe an effective approach to gathering information for this assignment |
| Evidence of information gathering strategy having been successful | Evidence that information gathering strategy has been unsuccessful |
|  |  |

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

# *“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…”*

**L2.** **Critical analysis & synthesis**

PASS / PWC / FAIL

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Is able to weigh up and consider information gathered | Shows little/no ability in weighing up/considering information gathered |
| Is able to apply a critical perspective to own experiences prior to and during first months of training | Not able to offer a critical perspective on own experiences prior to training |
| Is able to present logical reasons/rationales for proposed strategies | Is not able to offer/present any coherent rationales/reasons for proposed strategies |
| Can demonstrate effective skills in being selective in choosing which aspects of own development to focus on | Shows little/no ability in being selective about which aspects of own development to focus on |
| Is able to identify any assumptions held about own ability | Has no/little insight into assumptions held |
| Is able to pull information together in a succinct way | Information is not pulled together in a succinct way – lacks focus |

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

# *“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…”*

**L3. Strategy for application (deciding)**

PASS / PWC / FAIL

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Evidence of ability to decide on and design a strategy to address the generation of information from the knowledge gathering and critical analysis/synthesis stage | Little/no ability evident that can draw on information from the gathering and critical analysis stages to design a strategy/way forward |
| Is able to make realistic recommendations for own future development | Recommendations are fantastical and way beyond the resources available or extremely limited/poorly thought through |

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

# *“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…”*

**L5. Responsive to impact & learning from experiences**

PASS / PWC / FAIL

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Is able to demonstrate how generation of new knowledge is influencing approach to own development i.e. demonstration of self awareness | Is unable to explain how new knowledge is influencing approach to own development |
| Is able to reflect/consider new information in the moment and chose an appropriate action based on the reflection | Is unable to reflect or respond reflexively in the moment |
| Is able to monitor/evaluate own performance in the moment and be responsive to self evaluation | Has no/little insight into own performance and does not make changes/adjustments to poor performance |
| Has demonstrated taking responsibility for own learning and being proactive in seeking out learning opportunities | Has not taken any responsibility for own learning or for seeking out learning opportunities. Is a passive participant in the process |
| Is able to identify learning points and how can use these to inform future development. | Not able to identify learning points. No/poor attempts to consider future development |

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

# *“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 information effectively**

PASS / PWC / FAIL

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Is able to take turns in a conversation | Dominates conversation, does not pick up on cues from conversation partners or needs prompting to take turn in conversation |
| Is able to articulate responses in a clear way | Responses are not clear. Responses are lengthy and have no clear structure/point. Or responses are too brief with not enough information. |
| Language used is appropriate to the situation – i.e. verbally in the viva and written language in the report | Language/tone of delivery used is inappropriate to the situation. |
| Is able to adapt style for audience i.e. verbally and written report | Cannot change style of delivery. Has one mode. |
| Written component is clear and succinct | Written component lacks structure, is too long and/or is unclear |

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

# *“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…”*

**L4. Performance skills**

PASS / PWC / FAIL

|  |
| --- |
| ***Serious concern indicator*** |
| Trainee has incorrectly used evaluation/assessment processes |
| Feedback from placement indicates significant problems with approach to work |
| Performance in the viva raises significant concerns about how trainee has conducted the Self-Assessment Exercise process |

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

**7. Interpersonal skills & collaboration**

PASS / PWC / FAIL

|  |
| --- |
| ***Serious concern indicator*** |
| Trainee demonstrates lack of ability to engage with tutor pair in the viva |
| Trainee does not listen to the tutor pair or take on board suggestions/alternative viewpoints |
| Trainee is completely passive in the viva process and does not demonstrate any skills of assertion or ability to engage with/influence the viva conversation |
| Trainee is inappropriately dominant in their interactions in the viva |
| Trainee makes no attempt to work with the tutor pair to further develop own learning |

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

**8. Organisational skills**

PASS / PWC / FAIL

|  |
| --- |
| ***Negative indicators*** |
| Trainee is not organised within the viva process (i.e. does not have a copy of their assessment with them, or takes a long time to find in bag etc) |
| Trainee does not submit the written component on time (with no reasonable reason) |
| Little/no evidence of preparation to take part in the viva process |

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

**9. Demonstrating Essential Knowledge**

PASS / PWC / FAIL

|  |
| --- |
| ***Negative indicators*** |
| No knowledge of practice guidance (i.e. HCPC/BPS) or other policies (e.g. NHS) or how to access |
| Lack of understanding or misunderstanding about the role of a clinical psychologist and/or trainee |

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

**10. Professional behaviour**

PASS / PWC / FAIL

|  |
| --- |
| ***Negative indicators*** |
| Trainee is abusive or behaves inappropriately in the viva |
| Trainee has lack of insight/regard for self care |
| Trainee demonstrates a disregard for professional practice guidance |
| Trainee refuses to take on responsibility for own development |
| Trainee lacks insight into limits of own competence and/or indicates they will/are behaving in a way which is beyond their level of competence |
| Lack of insight into professional power |
| Trainee reacts in an unprofessional way to feedback given about performance and/or conduct and/or learning and development |

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

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