

**Universities of Manchester, Liverpool and Lancaster Doctoral Programmes in Clinical Psychology**

**SUPERVISOR'S ASSESSMENT OF TRAINEE FORM**

Trainee name: Click here to enter text. Year of training: Click here to enter text.

Supervisor name(s): Click here to enter text.

Description of Supervised Experience:

Click here to enter text.

Dates: Click here to enter text.

**Overview**

**To the supervisor(s):** Please complete this form electronically at the end of each placement or other period of supervised experience and send it to the programme office. It should also be used as a basis for discussion at the mid-placement review, prior to completion of the form.

Please rate the trainee’s competence according to the ratings given in the below table: ‘satisfactory’, ‘requires attention’ (both pass grades) or ‘unsatisfactory’ (the only fail grade) for each area of competence, or stating ‘no opportunity to observe this competence’ where appropriate.

|  |  |
| --- | --- |
| **Outcome** | **Rating** |
| Pass | Satisfactory |
| Requires attention |
| Fail | Unsatisfactory |
| Non applicable | No opportunity |

Please note that ‘requires attention’ is to be used as formative feedback. It is still a pass grade, and indicates that the trainee has, at least, met the minimum required standard for that competency on that placement; it is used to identify those areas where subsequently the trainee, clinical tutors and supervisors can address the development of this competence as a specific placement goal.

Similarly, ‘No opportunity’ can be helpful in identifying competences which need specific opportunities to develop on subsequent placements.

The rating of these competencies focuses on observable activities through which trainees can demonstrate their achievement, so supervisors are asked to identify key examples of a trainee’s activity on placement that demonstrate either the achievement of the level of competency identified, or where that achievement was limited. Please also add any recommendations for how these competencies might be developed in subsequent placements.

The first part of this form lists the *transferable competence* areas identified by means of a job analysis of the role of a trainee clinical psychologist. The second part of this form uses the list of *specific competence* areas that are consistent with both the “Accreditation Through Partnership: Guidance for Clinical Psychology Programmes” (BPS, 2012) and the revised “Standards for Doctoral Programmes in Clinical Psychology” (BPS, 2014).

**Transferable Competencies (please select a rating for each competency from the dropdown menu)**

1. **A commitment to inclusivity:** Demonstrating a clear understanding of the issues around inequality and a commitment to inclusive practice.

**Please select a rating: No opportunity**

Click here to enter text.

## Verbal and non-verbal communication skills: Using clear concise language and conveying complex ideas coherently. Communication is adapted to the needs and understanding of the listener or audience. Non-verbal communication is inclusive and congruent with the verbal message.

**Please select a rating: No opportunity**

Click here to enter text.

## Self awareness and openness to learning: Having insight into own behaviour, emotions and motivations and how they interact with the work undertaken. Demonstrating moving towards resolution of any unresolved issues. Actively seeking and learning from feedback.

**Please select a rating: No opportunity**

Click here to enter text.

## Personal maturity: Taking responsibility for own actions and anticipating consequences of own actions. Showing realistic confidence in their own ability and has the courage to deal with difficult issues. Demonstrating an appropriate level of autonomy.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Warmth and empathy:** Relating respectfully to others, acknowledging the unique perspective of others and not making negative assumptions about their actions.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Resilience:** Coping well with pressure, tolerating anxiety and uncertainty but seeking support where needed. Responds robustly and sensitively in the face of conflict and regulates and manages own emotions, enjoying a challenge and showing flexibility when required**.** Engages in appropriate self-care.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Professional skills:** Using time effectively and working systematically, anticipating difficulties and taking action in good time. Is punctual, reliable and meets deadlines.

**Please select a rating: No opportunity**

Click here to enter text.

## Motivation and Application: Working hard and with enthusiasm. Committed to completing tasks as well as possible.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Contextual awareness:** Understanding psychological health problems in social, economic, political and cultural context. Engaging critically with accepted practice. Showing an understanding of the organisations and agencies involved in health and social care.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Problem solving and decision making:** Exercising good judgment in making decisions and has a creative approach. Enjoying an intellectual challenge.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Ethical practice and decision making:** Practising in an ethical manner (e.g. respecting boundaries and confidentiality); Has awareness of the complexity surrounding ethical issues and dilemmas, and approaches these in a systematic and balanced manner.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Interpersonal skills:** Demonstrating an awareness of interpersonal dynamics, social cues and social skills, responding appropriately and sensitively.

**Please select a rating: No opportunity**

Click here to enter text.

**Specific Competencies (please select a rating for each competency from the dropdown menu)**

1. **Assessment**: Clinical assessment and/or assessment in a broader sense e.g. a group, a family or a staff team.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Formulation:** developing formulations is a central competence of the profession; formulations:
   * are built collaboratively,
   * inform the understanding of clients, carers and other professionals,
   * draw upon psychological theory and evidence,
   * have explanatory power,
   * take intrapsychic and social contexts into account,
   * guide the best next steps
   * can be revised and reformulated in the light of ongoing work and
   * can be formulation in a broader sense e.g. a systematic understanding of an organisational issue.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Intervention:** Clinical intervention and/or intervention in a broader sense e.g. in terms of changing a team dynamic, providing training etc

**Please select a rating: No opportunity**

Click here to enter text.

1. **Evaluation:** Clinical evaluation and/or evaluation of a non-clinical intervention. Selecting the appropriate methods and evaluating in a way which gives a clear picture of outcome in the most respectful and ethical way possible. The ability to critique evaluations.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Teaching:** Teaching or training others effectively, including establishing a clear rationale and learning outcomes, appropriate planning, selection of materials and mode of teaching or training and evaluation.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Consultation:** Facilitating the learning and reflections of others in clinical and non-clinical work, offering advice and support as appropriate.This may be on one occasion or more frequently**.**

**Please select a rating: No opportunity**

Click here to enter text.

1. **Supervision of others:** Developing a close ongoing relationship with one or more others to facilitate reflection and learning in a specific clinical or non-clinical context. This would normally take place over a number of sessions or throughout the piece of work undertaken.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Service development:** Making a contribution to the processes involved in improving existing services or developing new services. Using the relevant evidence base, consultation skills, networking, persuasion and facilitation skills appropriately. This may also include written work (e.g. contributing to proposals, bids, briefs and reports).

**Please select a rating: No opportunity**

Click here to enter text.

1. **Risk assessment:** Assessing risk in accordance with the relevant policies and procedures. Demonstrating both a sensitivity to risk issues and a sound knowledge of relevant evidence.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Keeping records and information governance:** Keeping recordsin accordance with the requirements of relevant policies and procedures. Demonstrating competence in handling sensitive and personal information and understanding why this is important.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Knowledge and creative application of a specific psychological theory or approach (please specify approach):** Demonstrating a sound working knowledge of a specific psychological theory or model. This is applied creatively to match the context where appropriate.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Community engagement skills:** Considering contextual factors including culture, social structure, and empowerment to identify community needs, strengths and resources. Identifying key stakeholders and creating and sustaining partnerships with them.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Facilitating meetings or collaborative projects:** Facilitating meetings, group decision-making, and consensus building. Assisting with conflict resolution where appropriate.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Written communication**: Ensuring letters, reports, notes, proposals, bids, policy briefs and other documents are well expressed and match the needs of the intended audience.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Working alongside service users**: Co-creating facilitative and effective partnerships with service users to support meaningful participation in service development and delivery.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Multi-professional liaison:** Developing constructive work partnerships across professional boundaries to ensure the best outcome for service users.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Service Audit:** Understanding the professional, practical and ethical issues involved in undertaking audit and research in a service setting, and in the analysis and dissemination of findings as appropriate**.**

**Please select a rating: No opportunity**

Click here to enter text.

1. **Managing a Reasonable Workload:** Sustaining a full and diverse workload appropriate for the amount of available time on placementand sufficient to facilitate the achievement of the range of required competencies on the placement.

**Please select a rating: No opportunity**

Click here to enter text.

1. **Other** (please specify): Click here to enter text.

**Please select a rating: No opportunity**

Click here to enter text.

**Overall rating:** The trainee is expected to be rated as ‘satisfactory’ in the majority of relevant competencies above and to receive a maximum of one competency with a rating of ‘unsatisfactory’ to receive a rating of ‘satisfactory’ overall.

Please record your rating here**: Satisfactory**

**Please note that a rating of ‘satisfactory’ recommends to the examination board that the placement should receive a ‘pass’ grade. A rating of ‘unsatisfactory’ is a recommendation that the placement should receive a ‘fail’ grade.**

**General comments by the supervisor:** Please note any issues in terms of trainee strengths and development needs not already on this form:

Click here to enter text.

**Overall Recommendations** **for subsequent placements**: Overall developmental needs, types of experiences recommended, placement factors to consider, that have not been fully described in the specific sections above.

Click here to enter text.

**Trainee's comments on the contents of this form:**

Click here to enter text.

*Where the assessment is completed prior to the end of the placement, ratings are subject to the completion of all placement work experience requirements to the satisfaction of the supervisor.*

**Thank you for completing this form. Please submit this via the procedure as outlined at: -**

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