

**Service Improvement Poster Presentation**

**Trainee Feedback Form**

**Trainee name:**

**Attempt: Summative / 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 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 comented on each actively assessed domain for the assignment, please make any general comments in the final section of this form.

|  |  |
| --- | --- |
| **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 must be rated either ‘pass’, 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 susbtsantial 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*** |
| Trainee is able to design a logical, reasonable and likely efficient strategy to search for a specific kind of information. | There is a lack of a systematic method adopted when searching for appropriate information |
| Trainee shows evidence of having carried out an effective search for information. | Important information that is needed is not located or is missed. |
| Trainee adopts appropriate strategies for differing kinds of information that are sought. | The same approach or a ‘one for all’ strategy is used with the expectation that it will provide all necessary information. |
| Trainee is able to locate an appropriate range of information to cover as (needed and appropriate): research; professional practice guidance; national and local policy and procedure documents, and factual information such as demographic and other relevant data. | The balance of information obtained is missing some elements which would have helped produce a plan of action that would be more effective, inclusive, and / or realistic. |
| Trainee is able to identify and contact others appropriately to obtain specific required information. | Trainee is unable to use initiative to identify and contact relevant others to obtain information, or to do so in an appropriate manner. |
| The most relevant information is highlighted and retained. | Discussions undertaken, documents produced or presentations given contain irrelevant or extraneous information. |
| The trainee has considered the helpfulness of involving service-users or other groups of people affected (e.g. specific staff groups) in the design of the service development. They have involved them if this was possible. | 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 service development. |
| The conclusions of the work have the capacity to influence organisational policies and/or procedures and this is recognised by the trainee. | Conclusions and recommendations have no practical implications that could influence services or procedures, or the trainee fails to recognise these. |

***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…”*

**4. Performance skills**

PASS / FAIL

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Trainee is able to appropriately adopt the role of chairing a discussion in a way that focuses on the task whilst enabling all contributors to be heard. | Trainee dominates or fails to contribute to discussions, or if meant to be chairing, is unable to contain and guide the conversation. |
| When presenting information, trainee checks the understanding of the audience before moving onto a new point. | Trainee is unresponsive to audience. |
| Best practice principles are made use of in the delivery of the presentation. | Order or pace of presentation, or style / technique use is inappropriate or unhelpful. |
| During discussion appropriate psychological techniques are used proficiently by the trainee. These might be used to enhance engagement, develop shared understanding, promote collaboration or set or maintain helpful boundaries. | Within group discussions the trainee fails to use psychological techniques when it would be helpful to do so, or misapplies techniques in unhelpful ways. |
| During the presentation or in answering questions appropriate psychological techniques are used proficiently by the trainee. These might be used to enhance engagement, develop shared understanding, promote collaboration or set or maintain helpful boundaries. | In the presentation or during questioning the trainee fails to use psychological techniques when it would be helpful to do so, or misapplies techniques in unhelpful ways. |

***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…”*

**5. Responsive to impact and learning from experience**

PASS / FAIL

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| The trainee demonstrates some awareness of their own thoughts, feelings and motivations and their impact on the work. | The trainee typically fails to consider whether the work has affected them personally and how this might impact on future work. |
| The trainee demonstrates a commitment to pro-actively evaluating their work and interactions. They sometimes describe processes or strategies they have thought about to help them to carry this out. | The trainee may display little awareness of the need to pro-actively evaluate their work. Or, the trainee has made assumptions about other people or themselves and shows unreliable self-evaluation skills in relation to this. |
| The trainee demonstrates engagement in supervision. | Does not describe use of supervision or no evidence that this is valued or reflected on. |
| 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 consider how it might be applied to other situations/future work. | No obvious learning needs arising from the work described are acknowledged/recognised.  The trainee gives little or no consideration to the integration of their learning into future work. |
| The trainee is able to reflect when what they were trying did not work. The trainee takes a reflective stance toward some ethical, diversity, or professional issues. | A lack of recognition or willingness to engage in reflecting on their position within any ethical and professional issues that arise. |

***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**

(N.B. codes below relate to the sub-types of communication

in the Assessment Domains document)

PASS / FAIL

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| The trainee is able to clearly articulate their intended message and adapt their communication appropriately in discussions with peers (A2; C1) | In discussions with peers the trainee communicates in an unclear or muddled way, or communicates at an inappropriate level for their audience to facilitate understanding. |
| The trainee is able to clearly verbally communicate within the constraints and format of the presentation; is able to get their message across efficiently within the available time. (A3; C1, C3). | Trainee is unable to use presentation format appropriately to get their key message across; does not make use of the available time effectively. |
| The trainee’s contribution to the poster and / or any other visual components of the presentation shows skills in communicating clearly and an ability to adapt to the needs of the intended audience. (B1, B2, B3; C1, C3) | Trainee does not contribute to the development of the visual components of the poster or presentation, or does so in a way that is unlikely to facilitate effective communication to the intended audience. |
| Trainee is able to and adapt their verbal communication appropriately for the needs of an audience of non-psychology professionals and other lay people | Trainee overuses technical terms  Or unexplained jargon, or pitches their explanations at too basic a level for the audience. |
| Audience members are able to quickly grasp the meaning of the trainee’s intended communication | Audience members mis-understand or fail to grasp the intended message; audience members are confused or unclear at the end of the presentation exercise |
| Trainee is able to respond to questions relevantly and appropriately. | Trainee is unable to answer questions in an informative, relevant or appropriate manner. |

***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…”*

**7. Interpersonal skills & collaboration**

PASS / FAIL

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Trainee is warm and engaging in interactions with peers / with stakeholders. | Trainee is indifferent, cold or apparently hostile to others. |
| Trainee appears to listen, and seems respectful of the views and goals of others. | Trainee does not allow others to speak, appears to ignore their comments, or frequently interrupts in an inappropriate manner. |
| Trainee takes account of the goals articulated and implied by others. | Trainee ignores the goals or agendas of others |
| Trainee shows an awareness of the impact of power and uses ‘good power’ appropriately to facilitate collaboration and progression towards the goal. | Trainee fails to show an awareness of the operation of power or unintentionally mis-uses their power to unhelpfully silence or coerce others. |
| Trainee shows that they understand the perspective of peers and others (empathy). | Trainee fails to show empathy for others. |
| If necessary trainee is able to tolerate and contain the emotional responses of others. | Trainee becomes distressed or cannot cope with the emotional response of others. |
| Trainee is able to assert themselves appropriately and manage conflict when necessary. | Trainee fails to be assertive, takes steps to avoid conflict which damages the quality of work conducted or goals being achieved, or contributes to or escalates conflict in an unhelpful way. |
| Trainee is able to negotiate with others in order to influence them appropriately. | Trainee is unable to influence, or doesn’t attempt collaboration with others. |
| Trainee demonstrates skills in managing the group dynamics within a situation. | Trainee seems unaware of group dynamics or gives up at involvement in group working in the face of difficult dynamics playing out. |
| Trainee acts to help the group work together in the most efficient and collaborative ways. | Trainee makes a contribution which interferes with collaboration, is inefficient, or reduces the efficiency the work of the group. |

***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…”*

**2. Critical analysis & synthesis**

PASS / FAIL

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| ***Serious concern indicator*** |
| Trainee shows a serious failure to understand the logic or arguments presented by others when this seems reasonably straightforward. |
| Trainee proceeds in an illogical fashion or draws dramatically erroneous conclusions based on available information. |
| Trainee accepts all information at face a value without attempting to evaluate or critically appraise it. |
| Trainee fails to draw reasonable conclusions using different sources of information together, even when such conclusions should be fairly obvious to someone one third of the way through their DClinPsy training. |
| Trainee consistently fails to take information from one context and apply it to another when it would be logical, helpful and reasonable to do so. |
| Trainee focuses on irrelevant information or focuses on marginal detail to the exclusion of the most pertinent facts and details. |

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

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

PASS / FAIL

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| --- |
| ***Serious concern indicator*** |
| Trainee cannot make a decision, resulting in the goals of the work not being reached or significant time being wasted. |
| Trainee cannot create a reasonable strategy for themselves or the group to work towards the goal. |
| Complete failure in attempting to plan the poster and / or presentation as means of letting others know about the plan to reach the goal. |
| Trainee avoids engaging with any activity that would involve changing organisational policy and procedures when such change is clearly needed in order to improve services and / or achieve a necessary objective. |

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

**8. Organisational skills**

PASS / FAIL

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| ***Negative indicators*** |
| Failure to carry out key activities that form part of the assignment without good reason. |
| Produces work which is unfinished, poorly presented or sloppy. |
| Trainee fails with no good reason to follow the instructions provided by SIPP facilitators and markers. |
| Trainee shows little ability to appropriately prioritise tasks they are responsible for within the assignment process. |

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

**9. Professional behaviour**

PASS / FAIL

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| ***Negative indicators*** |
| Trainee fails to work within the limits of their own competence, or dramatically mis-judges their own level of competence. |
| Trainee refuses to accept accountability or take responsibility for their actions. |
| Trainee fails or refuses to respond to feedback appropriately. |
| Trainee crosses professional boundaries or behaves inappropriately. |
| Trainee contravenes professional practice guidelines |
| Trainee fails to recognise or take account of relevant ethical issues that arise as part of their work on the assignment |
| Trainee substantially abuses the power that they have. |
| 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*** |
| Trainee demonstrates they do not know how to access needed policy or practice guidance |
| Trainee shows a substantial ignorance of the evidence base or the efficacy of pan-theoretical factors in interventions with people experiencing psychological distress. |
| Trainee shows a substantial ignorance or misunderstanding of the role of a clinical psychologist. |
| Trainee shows substantial ignorance of national legislative and policy contexts relating to service delivery or clinical practice. |
| Trainee demonstrates ignorance of the DCP code of conduct or the HCPC Standard of conduct, performance and ethics for students. |
| Trainee shows ignorance of other key knowledge they should be aware of from mandatory training, such as safeguarding, moving and handling, information governance etc. |
| 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**