

# Thesis Preparation Assignment

## Trainee Feedback Form

**Assignment Title:**

**Trainee number:**

**Attempt: Submission 1 / 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 note, these indicators act as a guide for what might reflect the passing standard in each domain. Trainees do not have to meet every indicator – please use your judgement as to whether the domain is of passing standard overall. Please provide qualitative feedback to the trainee under the sections on positive evidence, suggested further evidence, and for failed domains only, changes required in order to pass that domain. When you have comented 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 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 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

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| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| The trainee has drawn on a range of sources of information appropriate to the research topic, including 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 topic. |
| The trainee is able to design and articulate a logical, reasonable and likely efficient strategy to search for a specific kind of information. Evidence for this should be found in the Literature Retrieval Summary form, and within the main body of the TPA. | There is a lack of a clearly articulated, justified and/or systematic method adopted when searching for appropriate information. |
| The trainee adopts appropriate strategies for differing kinds of information that are sought. Evidence for this should be found in the Literature Retrieval Summary. | The same approach or a ‘one for all’ strategy is used with the expectation that it will provide all necessary information. |
| The assignment reflects a balance of breadth and depth of knowledge and understanding appropriate to the topic and type of review. For example, a review focused on a specific topic might be expected to contain more detailed and in-depth discussion of a set of research papers than a review with a broader focus. A review with a broader focus might give more weight to discussing evidence from systematic reviews. | Too little space is given to discussing certain key topics that are central to understanding the topic.  Too much space is given to discussing certain aspects of the topic and too little space given to discussing others that are of similar importance in developing understanding of the topic overall. |
| The trainee has provided a clear and reasoned account of their search strategy. Evidence for this should be found in the Literature Retrieval Summary, and the main body of the TPA. | The trainee’s search strategy is confusing or unclear.  The rationale for the search strategy is unclear or not well-reasoned.  The trainee does not account for decisions made about literature to exclude or include.  Insufficient information is provided for the marker to appraise the decisions that the trainee took in carrying out the literature review. |
| The trainee’s search strategy is appropriate to the topic of the literature review. Evidence for this should be found in the Literature Retrieval Summary. | The trainee’s search strategy is not appropriate to addressing the topic. |

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

1. **“Examples of positive evidence in this domain included…”**
2. **“Suggested further evidence for this domain included…”**
3. **“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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| ***Positive indicators*** | ***Negative indicators*** |
| 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 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 has given appropriate weight and space in the assignment to the different sources they have drawn on. | The trainee has given too much space to certain sources, and not enough to other sources. |
| The trainee is able to combine sources of evidence or information and organise these in order to create a richer understanding of the issue(s) being explored. | The trainee fails to make obvious connections between sources of evidence or information. |
| The trainee supports the development of their arguments with reference to appropriate sources of evidence, sufficient to convince the reader that the trainee has synthesised and 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 includes an appropriate balance of description of research and other information and interpretation. | The trainee gives too much space to describing sources of information, with little or no interpretation of that information. Or the trainee provides too little information about the sources of information to be able to appraise the validity of the interpretations being made. |
| The trainee is able to conduct an in-depth evaluation of information they obtain. | The trainee accepts information at face value rather than critically evaluating it. |
| The trainee is able to apply appropriate specialist knowledge of research in effectively evaluating information. | The trainee fails to apply relevant knowledge of research to evaluate the worth of information. |
| The trainee is able to draw conclusions on the basis of their evaluations and articulate these. | The trainee draws no conclusions, or reaches conclusions that don’t clearly link to the earlier conclusions drawn. |
| The trainee demonstrates that they can apply information from one context appropriately to a different context and shows an awareness of the implications and limitations of doing so. | Information from one area is not applied elsewhere when it would be appropriate to do so. OR information from one context is inappropriately applied to another without recognising the problems or limitations this creates. |
| The trainee includes only relevant information in the assignment. | The assignment includes irrelevant information. |
| The trainee is able to draw out the most salient features within the information being drawn on. | The trainee fails to identify and focus on the most salient information in sources they make use of. |

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

1. **“Examples of positive evidence in this domain included…”**
2. **“Suggested further evidence for this domain included…”**
3. **“For failed domains, in order to pass this domain, the following changes/additional evidence are required…”**

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

PASS / FAIL

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| ***Positive indicators*** | ***Negative indicators*** |
| The trainee provides relevant and appropriate recommendations for future practice and/or research. | Recommendations are not provided or do not relate to conclusions drawn from the review of literature. |
| The recommendations made are clearly relevant to Clinical Psychology. | It is unclear how the recommendations made are relevant to Clinical Psychology. |
| The trainee clearly identifies a research topic  that they can develop into a research proposal. | The trainee does not clearly identify a research topic that can be developed into a research proposal. |
| The research topic that they identify to develop follows logically from, and is supported by the findings of the literature review. | The trainee identifies a research topic to develop, but it does not follow logically from the literature review. |

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

1. **“Examples of positive evidence in this domain included…”**
2. **“Suggested further evidence for this domain included…”**
3. **“For failed domains, in order to pass this domain, the following changes/additional evidence are required…”**

**6. 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 review contains a clear description of the aims or rationale for the review and body of work reviewed at an appropriate place within the the review. | The purpose of the review is not made sufficiently clear in the introduction to the review. |
| The trainee is able to clearly articulate their intended message. | The intended message is unclear. |
| The trainee is able to adapt their communication appropriately for the format of a written academic report. |  |
| The writing style is appropriate for a professional audience. | The writing is pitched at the wrong level for an academic / professional audience. |
| 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. |
| 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, and / or abbreviations are unexplained at first use. |
| The review is written in an economical manner and any ideas are expressed effectively. | Descriptions are verbose or overly long. |
| Any tables are clear, understandable and appropriate. | Tables included are unclear or unnecessary. |
| The review is mostly free of spelling, grammatical or formatting errors, or if present any such errors do not detract significantly from the intended message. | There are formatting, spelling, grammatical, tense or word misuse 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. |

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

1. **“Examples of positive evidence in this domain included…”**
2. **“Suggested further evidence for this domain included…”**
3. **“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*** |
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***Evidence collected from assignment and feedback:***

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

PASS / FAIL

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| ***Serious concern indicator*** |
| The trainee fails substantially to accurately critically reflect on the impact of their approach and strategies in conducting the work. |
| The trainee shows that despite recognising that their strategy, approach or research question is likely to prove problematic, they are unable to or unwilling to change this. |
| 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*** |
| 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 their chosen area of enquiry. |
| The trainee deliberately chooses research 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:***

**8. Organisational skills**

PASS / FAIL

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| ***Serious concern indicator*** |
| Failure to carry out key activities that form part of the assignment without good reason. |
| 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 indicator*** |
| 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 fails to recognise or take account of relevant ethical issues that arise a in their work on the assignment or are clearly likely to arise in their proposed thesis research. |
| 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. |
| 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**