Interim Appraisal Meeting: Year One

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| Date |  |  | Trainee |  | |
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| Staff member chairing meeting |  |  | Field tutor |  | |

This appraisal aims to review your progress so far this across all elements of the course.  
Please complete questions 1 to 7 and send a copy of the form in advance to all those attending. Questions 8 & 9 will be discussed and recorded at the meeting.

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| 1 | What activities so far this year do you feel have been particularly successful and/or satisfying? | |
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| 2 | What activities have not been as successful as you would have wished?  (Give reasons, if known) | |
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| 2b | What do you or the programme need to do to improve on this situation? | |
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| 3 | What activities have you not done in this period that you had hoped to? What steps if any do you need to take in response to this? | |
|  | | |
| 3b | What do you or the programme need to do to improve on this situation? | |
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| 4 | Attendance | |
| How many sessions have you missed this year?  Please include all those from placement, academic and research.  *The trainee should check this figure with the records held by the programme administrator.* | |  |
| Which sessions have you missed, and what steps have you taken, or do you need to take, in order to cover the missed experiences? | | |

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| 5 | Assessment results. *Please record your mark on the assignments shown below* | | |
| PSYC 6070 | | Cognitive elements of learning assignment |  |
| RESM 6012 | | Short Answer |  |

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| --- | --- |
| 6 | What have been the key messages that you have received in written feedback for your academic and research work so far? How have you responded to this feedback across the year? |
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| 7 | Field tutor review of field work placement *This should be discussed by the field tutor and trainee before the meeting and informed by observation notes in Evidence Recording Sheets as well as by supervision discussions. Some possible subject areas are included at the end of this document. The field tutor should summarise this discussion and send the text through to the trainee to be copied into this document before the meeting.* |
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| 7 | Possible target areas for remainder of year. *The trainee should sketch out some possible target areas for the remainder of the year, to be discussed and elaborated during the appraisal*. |
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| 8 | | Interim summary of Year One so far *(to be completed by APT during meeting)* | |
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| 9 | | Action plans for second half of year *(to be completed during meeting)* | |
|  | *Development area* | | *Action* |
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Signatures

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| --- | --- | --- | --- | --- | --- |
| Trainee name |  |  | Trainee signature |  | |
|  |  |  |  |  |  |
| Field tutor name |  |  | Field tutor signature |  | |
|  |  |  |  |  |  |
| Staff member name |  |  | Staff member signature |  | |

## Preparation for appraisal

Trainees and field tutors should discuss the trainee’s strengths and areas for development before the appraisal, so that they can come to the meeting with a shared sense of priorities for the next year. It may be helpful to think with the following dimensions in mind, asking “Which of these areas is a relative strength for the trainee?” and “Which of these is an area for the trainee to focus on developing next?”

* interpersonal skills with children and young people
* interpersonal skills with adults
* self-awareness and insight into own behaviour
* information gathering and assessment skills
* application of psychological knowledge to inform hypothesis generation and exploration
* understanding school curriculum and context
* written case notes and reports
* confidence in unfamiliar situations
* training skills