**UNIVERSITY OF SOUTHAMPTON, DOCTORAL PROGRAMME IN EDUCATIONAL PSYCHOLOGY**

**Field tutor end of year report**

*This report should be discussed with the trainee concerned before submission. The trainee should then complete their section and send the finished report in advance of the end of year by email to the staff member chairing their appraisal and their personal tutor. A copy signed by both the trainee and Field Tutor should be added to the trainee’s work file, sent for storage to* [*edpsych-fels@soton.ac.uk*](mailto:edpsych-fels@soton.ac.uk) *and shared by the trainee with their Year 2 supervisor.*

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| Trainee EP |  |  |
|  |  |  |
| Field tutor |  |  |

Please use these BPS competencies as your guide to comment on the TEP’s performance. There are 10 sections to this report, which mirror the 10 areas in the BPS competencies. We have selected a few of the competencies from each section, which we feel are most likely to reflect the trainees’ opportunities on placement; however, if you would like to comment on other competencies under each section, then please feel free to do so. We recognise that trainees are at a very early stage in their professional journey and that some of the competencies may not yet have been met simply through lack of opportunity. For each individual competency, please indicate the degree of development shown. To support these judgements, please record some specific examples.

1. **Promoting Development and Education**

1e Demonstrate skills to work collaboratively with children, young people and the adults who care, work and plan for them to develop and implement practices and strategies to create and maintain effective and supportive learning environments. ***Concern/emerging/consistently demonstrated***

1g Demonstrate knowledge of parenting and family functioning and evidence working in partnership with parents and carers. ***Concern/emerging/consistently demonstrated***

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| *Examples of good performance* |
| *Areas where the TEP could develop further* |

**2.** **Personal and Professional values, ethics and skills**

2j Ensure that they seek, secure and make effective use of supervision, consultation and other resources to improve and extend knowledge, understanding and skills. ***Concern/emerging/consistently demonstrated***

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| *Examples of good performance* |
| *Areas where the TEP could develop further* |

**3. Diversity and Cultural Differences**

3b Demonstrate understanding and application of equality and diversity principles and actively promote inclusion and equity in their professional practice. ***Concern/emerging/consistently demonstrated***

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| *Examples of good performance* |
| *Areas where the TEP could develop further* |

**4. Consultation**

4f Demonstrate the ability to monitor and evaluate the effectiveness of their own consultations and interventions. ***Concern/emerging/consistently demonstrated***

4g Demonstrate the skill in empowering consultees through collaborative working, building on the strengths and skills of others. ***Concern/emerging/consistently demonstrated***

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| *Examples of good performance* |
| *Areas where the TEP could develop further* |

**5.** **Psychological Assessment and Formulation**

5aSelect from a range of methods of assessment and data collection (e.g. norm**-r**eferenced, curriculum based, ecological, interview, observational data), relevant to presenting concerns and other information about the child / young person / group. ***Concern/emerging/consistently demonstrated***

5c Use and interpret psychological and educational assessments cautiously and ethically taking into account contextual and systemic factors. ***Concern/emerging/consistently demonstrated***

5d Draw on assessment information to develop an integrated formulation which draws on psychological theory and research. ***Concern/emerging/consistently demonstrated***

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| *Examples of good performance* |
| *Areas where the TEP could develop further* |

**6.** **Psychological Intervention and Evaluation**

6b Synthesize, use and share assessment information to negotiate and develop action plans to address learning, social, physical and mental health outcomes for children and young adults with diverse abilities and needs. ***Concern/emerging/consistently demonstrated***

6c Demonstrate the ability to identify and plan suitable evidence-informed interventions, drawing on relevant assessment information and formulation. ***Concern/emerging/consistently demonstrated***

6f Establish agreed criteria to evaluate response to intervention (using qualitative and / or quantitative measures) and set up appropriate monitoring arrangements. ***Concern/emerging/consistently demonstrated***

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| *Examples of good performance* |
| *Areas where the TEP could develop further* |

**7. Service Delivery and Organisational Change**

7e Demonstrate the capacity to adapt practice to different settings including early years, primary, secondary and specialist schools, colleges of further education, alternative education provision and other public service and third sector settings. ***Concern/emerging/consistently demonstrated***

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| *Examples of good performance* |
| *Areas where the TEP could develop further* |

**8.** **Training and Development**

8b Develop “bespoke” training with clear, defensible, psychological foundations to address the training needs of service users and commissioners ***Concern/emerging/consistently demonstrated***

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| *Examples of good performance* |
| *Areas where the TEP could develop further* |

**10. Transferable Skills**

10b Demonstrate self-awareness and work as a reflective practitioner. ***Concern/emerging/consistently demonstrated***

10d Demonstrate strategies to deal with the emotional and physical impact of practice and seek appropriate support where necessary. ***Concern/emerging/consistently demonstrated***

10f Demonstrate effective interpersonal communication skills across a range of settings and activities (including use of interpreters, taking account of the strengths and limitations). ***Concern/emerging/consistently demonstrated***

10g Demonstrate effective reporting and recording skills across a range of settings and activities. ***Concern/emerging/consistently demonstrated***

10h Demonstrate effective personal and professional management and organisational skills. ***Concern/emerging/consistently demonstrated***

10i Demonstrate effective management of professional relationships, contributing to and fostering collaborative working practices. ***Concern/emerging/consistently demonstrated***

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| *Examples of good performance* |
| *Areas where the TEP could develop further* |

**Overall assessment of the TEP’s competence**

In Year Two, trainees take on generic EP work on behalf of a local authority for three days a week. Casework will focus initially on high incidence needs, with a gradual progression to other types of work, e.g. systemic work, possibly working jointly with other psychologists. Trainees can be expected to undertake work of increasing complexity and with increasing independence over the course of the year.

On the basis of this report, what is your view about this trainee’s readiness to move on to Year Two?

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What type of support do you think that the trainee will need in order to be able to work effectively in Year Two?

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Please use the box below to provide any further information that you think is relevant to this trainee’s progress across the year.

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**Comments by the trainee on the contents of this report and the extent to which they consider it a fair reflection of their developing competence.**

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**Signatures**

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| TEP (print): |  | Signature |  | Date |

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| Field tutor (print): |  | Signature |  | Date |