**4.5 Report of Casework Feedback Form (Year 1)**

 **Primary / Secondary (please delete as appropriate)**

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| **Overall Grade:** | Pass/Fail | **Trainee ID:** |  | **ROC pupil name:** |  |
|  **Assessment criterion:***The ROC….* | **Met** | **Not met** |
| Displays a person-centred approach |  |  |
| Explicitly considers ethical issues related to the casework |  |  |
| Shows how the TEP has promoted and protected the interests of service users and carers by demonstrating a collaborative approach to casework that is informed by the context in which the casework takes place, and the different perspectives of those involved in the casework  |  |  |
| Shows why hypotheses have been developed, and how they have been explored and reformulated into a revised understanding |  |  |
| Uses a variety of approaches and sources of evidence to explore hypotheses |  |  |
| Shows how the exploration process has been informed by relevant research literature and psychological theory  |  |  |
| Shows how interventions generated are informed by the problem dimensions, relevant research literature and psychological theory  |  |  |
| Includes a review, or where necessary a future review, of progress achieved over time, and considers the implications of this progress |  |  |
| Includes a reflection on the casework and identifies implications for the TEP’s future practice |  |  |
| Is presented in a professional manner |  |  |

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| **Formative Feedback comments**

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| Displays a person-centred approach |
|  |
| Explicitly considers ethical issues related to the casework |
|  |
| Shows how the TEP has promoted and protected the interests of service users and carers by demonstrating a collaborative a collaborative approach to casework that is informed by the context in which the casework takes place, and the different perspectives of those involved in the casework |
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| Uses a variety of approaches and sources of evidence to explore hypotheses |
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| Shows how the exploration process has been informed by relevant research literature and psychological theory  |
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| Shows how interventions generated are informed by the problem dimensions, relevant research literature and psychological theory  |
|  |
| Includes a review of progress achieved over time, and considers the implications of this progress |
|  |
| Includes a reflection on the casework and identifies implications for the TEP’s future practice |
|  |
| Is presented in a professional manner |
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| Summary comment |
|  |

**Should this ROC FAIL please clearly list the required amendments:**1. ***Please add more as required***

Note that amendments need not be made within the word limit, unless the marker specifically requires this in the amendments above. However, if the first submission of a ROC has exceeded the word limit, all amendments should be made within the word limit. **Date amendments required:** *Six weeks after marks release***Trainee to complete – this is the only form you need to complete for resubmission**Please use the table below to detail the action that you have taken to respond to each requirement; if possible, please refer to the specific section/page number where the required changes can be found in your resubmission. Please also use “track changes” and “comments” in the resubmitted document to highlight these changes. Please add more lines as necessary.

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| --- | --- |
| **Requirement** | **Action** |
| 1. |  |
| 2. |  |

**Marker to complete (this will not be the Field Tutor)****I confirm that the candidate (delete as appropriate)*** Has met the requirements for a Low Pass[[1]](#footnote-1) as detailed above
* Has not met the requirements as detailed above

**New Marker signature: Date:**  |

1. All resubmissions are capped at a Low Pass and only one re-submission is allowed for any one piece of work [↑](#footnote-ref-1)