**DOCTORAL PROGRAMME IN EDUCATIONAL PSYCHOLOGY:** Placement Handbook

### Appendix 8: End of year summative report forms

Last updated: August 2022

**8.1 Year 2/3 Supervisor/Supervision Co-ordinator Summative Report**

The supervisor/supervision co-ordinator summative report – which is now standardised across all five courses in the SEEL consortium – is completed for Southampton trainees at the end of the academic year, for consideration in their end-of-year appraisal. It should include any relevant information or feedback from other local authority staff e.g. fieldwork facilitators.

Supervisors/supervision co-ordinators should start working on this report from January. During the Spring term and the first half of the Summer term, it should be regarded as a working document informed by observations of the trainee and discussion in weekly supervision. A copy of the document in its current state should be provided at the March/April interim review for discussion.

Following the Summer half term break, the document should be finalised as a summative report. The report should be discussed with the trainee concerned before final submission. The trainee should then complete their section and send the finished report by email to the course administrator, Angela Goodall, by the end of June. A copy signed by both the trainee and supervisor/supervision co-ordinator should be added to the trainee’s work file.

It is expected that trainees will share their Year 2 summative report with their Year 3 host authority at the start of placement.

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| **Trainee Educational Psychologist (TEP)** |  | **Placement Supervisor** |  |
| **Placement Provider, with start and finish dates** |  | **Year (please circle)** | 2 3 |
| **University** |  | **Date** |  |

This is a summative report and should be completed by the placement supervisor in discussion with the trainee educational psychologist.

**SECTION A – EVALUATION OF THE TRAINEE’S PERFORMANCE**

*Please use the British Psychological Society Division for Educational and Child Psychology Training Committee Competencies for Educational Psychology as your guide when evaluating and commenting on the TEP’s performance. The full list of competencies and SOPs are provided in the mapping document in Appendix 1.2 of the Placement Handbook. Against each competence, please comment briefly on examples of strengths/achievements and areas for the trainee to develop.*

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| --- | --- | --- | --- | --- |
| **No.** | **Area of competence** | **Satisfactory level of**  **performance (Y/N)** | **Examples of strengths/achievements in relation to the areas of competence evidenced (by number)** | **Area to develop** |
| **1** | Promoting Development and Education |  |  |  |
| **2** | Personal and Professional Values, Ethics and Skills |  |  |  |
| **3** | Equality, Diversity and Inclusion |  |  |  |
| **4** | Consultation |  |  |  |
| **5** | Psychological Assessment and Formulation |  |  |  |
| **6** | Psychological Intervention and Evaluation |  |  |  |
| **7** | Service Delivery and Organizational Change |  |  |  |
| **8** | Training and Development |  |  |  |
| **9** | Research & Enquiry |  |  |  |
| **10** | Transferable Skills |  |  |  |

**SECTION B – CONCLUSIONS AND RECOMMENDATIONS FROM PLACEMENT PROVIDER**

*Please complete this section based on your summary judgment about the trainee’s performance on this placement.* (Please ensure you have discussed any significant concerns with a member of the programme team (with reference to Appendix 9 of the Placement Handbook) prior to completing this report).

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| **Placement Supervisor Overall Comment on Trainee Performance – March/April Interim Review** | |
|  | |
| **Placement Supervisor Overall Comment on Trainee Performance – End of placement** | |
|  | |
| **Evaluation summary** | **Y/N**  **Y/N**  **Y/N** |
| The Trainee’s attendance on placement is satisfactory thus far  If no is selected, please record the number of days absent in defined time frame \_\_\_\_\_\_\_\_\_ |
| The trainee has been observed by myself on [ ] occasions and by other team members on [ ] occasions.  I can verify that the trainee has reached a satisfactory level of performance relevant to this stage of their training and demonstrates fitness to practice. |
| I recommend that the trainee move to the next stage of placement/have satisfactorily completed their placement.  If **No** please note the concerns here (or refer to the relevant sections of the report).  [If NO refer back to the Programme Director due to significant concerns about progress. Suggestions for remediation required should be included in Section D]  **Recommendation:** **PASS** **REFER TO** **PROGRAMME DIRECTOR** |

**SECTION C – TEP FEEDBACK**

*This section is for the TEP to comment on this report and on any relevant aspects of the placement (e.g., range of experiences provided, supervision, team working, etc.)*

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| **Comments on this report** |  |
| **Strengths of the placement** |  |
| **Improvement suggestions** |  |

**SECTION D – ACTION/PLANNING FOR NEXT STEPS**

*This section is for the TEP and placement supervisor to record agreed actions (including any updates for the Professional Development Plan or areas to be addressed in the next part of the placement)*

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| **What** | **Who** | **When by** |
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| **Placement supervisor** |  | **Date** |  |
| **TEP** |  | **Date** |  |

**8.2 Year 1 Field Tutor Summative Report**

The 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 appraisal by email to the Year 1 APT (Tim Cooke) and their personal tutor. A copy signed by both the trainee and Field Tutor should be added to the trainee’s work file.

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**Field tutor end of year report**

*This report should be completed by the field tutor and discussed with the TEP prior to the appraisal. A copy of the agreed version of this report will be given to the supervisor for the TEP’s year two placement.*

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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**

1.7 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***

* 1. 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**

2.9 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**

3.2 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**

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

4.7 Demonstrate skill in empowering consultees and in working collaboratively, identifying the strengths and skills of others that can be utilised. ***Concern/emerging/consistently demonstrated***

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

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

5.1Select 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***

5.3 Use and interpret psychological and educational assessments cautiously and ethically, in light of additional information and within a systematic, ecological problem solving framework. ***Concern/emerging/consistently demonstrated***

5.4 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**

6.2 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***

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

6.6 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**

7.5 Demonstrate the capacity to adapt practice to different settings e.g. early years, primary and secondary schools, colleges of further education, youth justice 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**

8.2 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**

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

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

10.6 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***

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

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

10.9 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 |

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