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| ***Doctorate in Professional Educational,***  ***Child and Adolescent Psychology***  *Programme Director: Vivian Hill* |  |

**Assessment of developing professional skills & competencies**

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| **Name of Trainee Educational Psychologist (TEP)** | Patrick Langford | **Name of Placement Supervisor:** | Pip Saffin  Jennifer Eyre |
| **Placement Provider, with start and finish dates** | Waltham Forest  01/09/20-10/07/21 | **Year (please circle)**  **& Term** | 1 2 **3**  1 2 **3** |
| **UCL- IOE: Name of University Tutor** | Amanda Holgate | **Date** | 01/07/21 |

**Section A**

This is a summative assessment and should be completed by the Placement Supervisor (Year 2/3) & University tutor (Year 1) in discussion with the trainee educational psychologist during **supervision** which will also serve as the **Year end** evaluation **(Section A & D- updated termly)**. Knowledge, skills and competencies are assessed according to the year of study and reflect ‘foundation’ level in Year 1, ‘mastery’ in Year 2 and ‘advanced application’ in Year 3. The areas of competence are from the revised BPS & HCPC standards, which set out the full range of skills, knowledge and competencies to quality assured practice and confers eligibility for HCPC registration and chartered status with the BPS following successful completion of the DEdPsy programme.

The process will assist placement supervisors/university tutors and the trainee to identify progression and areas for development, across Years 1, 2 & 3. Placement Supervisors will focus their judgements on placement activity and university tutors will consider the TEPs performance across both university and placement, including research activity. *Please use the British Psychological Society Division for Educational and Child Psychology Training Committee Competencies for Educational Psychology as your guide when assessing and commenting on the TEP’s developments and progress. The full list of competencies is provided in the Placement Supervisors’ handbook. Against each competence, please comment briefly, (****in collaboration with the trainee****) on examples of strengths/achievements and areas for the trainee to develop. For* ***each term****, please choose at least* ***1*** *strand from each area of competence to report on. Please note for \*****No. 9*** *research & enquiry, the trainee will complete in collaboration with their university tutor. In Year 1, the areas of competence should be recorded from term 2. The corresponding HCPC standards of proficiency are in italics.*

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| **No.** | **Area of competence** | **Satisfactory level of**  **performance (Y/N) H-highly competent**  **P- progressing** | **Examples of strengths/achievements in relation to the areas of competence evidenced (by number & indicate which term the competence has been achieved)** | **Area to develop**  **\*Year 3 summer term, consider areas for further development in qualified role** | | |
| **Autumn** | **Spring** | **Summer** |
| **1** | Promoting Development and Education  *Understand the key concepts of the knowledge base and structures relevant to educational psychology* | T1 | 1.2 Taking part in a Team Around the Family meeting for a child transferring to the primary Pupil Referral Unit.  1.3 Working with a family and school to determine suitable provision for a child with Global Developmental Delay.  1.8 Being part of a working group developing a consent form for young people aged 16 and over. |  |  |  |
| T2 | 1.1 Exploring the language capabilities of CYP and understanding which areas they need more support in.  1.6 Exploring alternative means of supporting children with dyslexia and other literacy needs in a mainstream provision. |  |  |  |
| T3 | 1.7 Working in tandem with a child and his mother to establish what his needs were and where he needed support so it was tailored to him.  1.8 Leading a Planning Alternative Tomorrows with Hope (PATH) meeting with an 18-year-old non-verbal adolescent., his mother, and the school SENCO. |  |  |  |
| **2** | Personal and Professional Values, Ethics and Skills  *Practice safely & within legal & ethical boundaries*  *Maintain fitness to practice*  *Maintain confidentiality & duty of care* | T1 | 2.2. Understanding that it is the EPs role to understand the CYP, highlight what resources/provision they need, and make recommendations for support, rather than judge which provision a CYP should attend.  2.5 Questioning the validity and utility of a diagnosis of PTSD for a young child from a private EP.  2.9 Discussing with my supervisor the feedback from one of my observed consultations and how I can utilise consultation more effectively in the future. |  |  |  |
| T2 | 2.5 Schools repeatedly asking for a cognitive assessment for a young child when I do not believe it is of use for the child and is therefore not ethical to conduct. I therefore negotiated different means of supporting this child which the school were happy with.  2.8 Being open with my schools as to how I approach EP work and the values I bring so that we can work collaboratively and in a way that best supports the CYP. |  |  |  |
| T3 | 2.2 When a safe-guarding issue arose in my work, I was able to pass on the relevant information to the necessary people in a safe and confidential manner.  2.3 When working with a child with medical needs, deferring to the knowledge and expertise of the medical professionals supporting them. |  |  |  |
| **3** | Diversity and Cultural Difference  *Awareness of impact of culture, equality & diversity* | T1 | 3.2 Attended a whole EPS afternoon training session on equality and diversity, focusing on the systemic injustices faced by minorities in the U.K. and how we can work to address these.  3.3 Took part in peer supervision which explored culturally sensitive assessments and planned how to implement them in my practice. |  |  |  |
| T2 | 3.1 Joining in a working group on culturally sensitive assessments to appreciate the diversity of exploring ways to support CYP.  3.7 Volunteering as a mentor for educational psychology doctoral applicants from disadvantaged backgrounds. |  |  |  |
| T3 | 3.3 Ensuring the young man I was working with (who is non-verbal) was fully included and the arbiter of what was written down during his PATH meeting.  3.4 Supporting parents with a young child who displayed many behaviours typical of an autistic child. They previously been offered the diagnosis but did not want to pursue it. I therefore worked with them to fully understand their child´s difficulties. |  |  |  |
| **4** | Consultation  *Communicate effectively*  *To be able to conduct consultancy* | T1 | 4.2 During an observed consultation, a consultee explicitly thanked me for giving them the space to explore the area of discussion.  4.7 During an observed consultation, a consultee explicitly thanked me for our collective coming up with solutions and allowing them to realise they were already doing things to support this CYP.  4.8 Placing an 18-year-old student at the centre of my consultation work and ensuring that they gave explicit consent to any work that we did together. |  |  |  |
| T2 | 4.1 Changing the way I organise and run consultations so that they are typically joint home-school consultations. This is because I believe they are more effective for supporting both the CYP and consultees.  4.4 Starting every consultation with an explanation of the purpose of the consultation and presenting the consultees with an opportunity to ask questions. |  |  |  |
| T3 | 4.3 Commissioning more work after additional needs had been identified in the prior consultation.  4.6 Seeking feedback from both parents and the child with whom I had engaged in a consultation with/ |  |  |  |
| **5** | Psychological Assessment and Formulation  *Draw upon appropriate knowledge & skills*  *Assess & formulate & intervene psychologically from a range of possible models & modes of interventions* | T1 | 5.1 Using a wide range of assessments, including dynamic, norm-referenced, and curriculum-based, to explore various CYP’s abilities and areas of need.  5.3 Using a cognitive assessment and how they performed on a dynamic assessment to inform my understanding of a CYP’s cognitive abilities.  5.5 Discussing my formulations with consultees and exploring their views, using them to sharpen mine. |  |  |  |
| T2 | 5.4 Using the results of assessments I have conducted with CYP to inform my recommendations for the report and discussion with parents and teachers during feedback meetings.  5.6 Using assessment information to inform my understanding of a CYP’s needs and then conveying this information in a simple and accessible manner. |  |  |  |
| T3 | 5.3 Using assessments in light of a child’s developmental history, their context within the school and the home, and their wider societal experiences so as to not work using a within-child model.  5.8 During consultation, discussing with my supervisor the reason for various assessments and being able to justify the reasons for using said assessments. |  |  |  |
| **6** | Psychological Intervention and Evaluation  *Conduct appropriate diagnostic or monitoring procedures, treatment & interventions*  *Assure the quality of their practice* | T1 | 6.1 Using the Education Endowment Foundation resources to explore various interventions for young people and assessing their efficacy and suitability.  6.2 Using my assessments with a young person to inform my understanding of how I could help support this young person and discussing this during a Team Around the Family meeting.  6.6 Create and share pre- and post-training questionnaires to establish the efficacy of a training I designed with my EPS and delivered with a colleague. |  |  |  |
| T2 | 6.6 Designing an evaluation tool for the borough wide training delivered so that it’s efficacy and utility can be established and future training can be improved.  6.7 Gaining feedback from the child with whom I had conducted 1:1 sessions tailored to his emotional needs. The results of this were then discussed with his mother. |  |  |  |
| T3 | 6.7 Asking SENCOs to provide feedback on my work over the course of the year so that it can be improved upon for future years, as well as feed into the service-wide analysis of our service.  6.8 Using an evidence-based person-centred psychology tool (PATH) to support a young man going to university, in conjunction with the school and family. |  |  |  |
| **7** | Service Delivery and Organizational Change  *Maintain records appropriately*  *Understand the structures & functions of UK service providers* | T1 | 7.2 Ensuring I am up to date with my understanding of the Children and Families Act (2014) and the SEND Code of Practice (2015) when writing Education, Health and Care Plans.  7.3 Taking part in a Team Around the Family meeting for a young person who was to start attending a Primary Pupil Referral Unit for 3 days (including discussions around transition and transport).  7.4 Having a trauma-informed approach and bringing this information to consultations and sharing it with teachers so they can ensure they are inclusive. |  |  |  |
| T2 | 7.2 Increasing my understanding of what my role can do within the bounds of recent legislation so I can better support my schools and the children I work with.  7.6 Conducting a consultation with a parent whose first language was not English, so a translator was used and navigating that relationship. |  |  |  |
| T3 | 7.8 Taking part in MASH meetings and providing insight into the strengths and areas of need for children based on my work with them using a variety of tools.  7.9 Attending a workshop which explored the history of educational psychology and how the racist history impacts on the present. |  |  |  |
| **8** | Training and Development  *Work appropriately with others*  *To plan, design & deliver teaching and training which takes into account the needs & goals of participants* | T1 | 8.2 Helping collaboratively develop materials for wellbeing training to be delivered by the service to SENCOs and teachers.  8.3 Tailoring the training content to be set at the level of understanding for the recipients of the training so it was relevant and directly implementable. |  |  |  |
| T2 | 8.2 Taking over the Emotional Literacy Support Assistant (ELSA) training for the service and developing the content in preparation for starting in autumn term 2021.  8.3 Having the training developed in conjunction with colleagues at Waltham Forest and it be based on theories of learning. |  |  |  |
| T3 | 8.1 Collaborate with the schools who have signed up for the ELSA training so that their needs are met and they are satisfied with what they are buying in to.  8.4 Prepare the development of an evaluation form for use with the ELSA training to elicit feedback so it can be improved for subsequent years. |  |  |  |
| **9** | \*Research & Enquiry  *Critically evaluate and carry out research to inform practice*  *Apply a range of research techniques, designs & tools* | T1 | 9.1 Conducting a mixed-methodology exploration of consultation  9.2 Exploring what the effective features of consultation are and how it has changed in response to COVID-19 with the intention of making these results available to the EP community.  9.4 Identifying the need to demonstrate the efficacy of consultation and conducting research with the aim of exploring this. |  |  |  |
| T2 | 9.6 Learning about Qualitative Comparative Analysis and applying it to my observation data to gain deeper understanding of the effective features of consultation.  9.9 Going on to EP podcasts to discuss and disseminate my findings so EPs can engage in evidence-based practice. |  |  |  |
| T3 | 9.2 Creating a checklist of necessary conditions and features for consultation to occur so EPs can use it to inform their practice and schools and parents know what to expect with a consultation.  9.2 Directly calling EPs to better educate consultees as to what consultation is prior to a consultation so they can buy-in to the process more. |  |  |  |
| **10** | Transferable Skills  *Maintain records appropriately*  *Reflect & review practice*  *Participate in training, supervision & mentoring* | T1 | 10.2 Critically reflecting on how I use consultation considering my research findings and how I can make it more effective.  10.8 Developing a system whereby all the cases I have, including dates of consultations etc., are clearly displayed so I know what I need to do and when each part of the work is organized for. |  |  |  |
| T2 | 10.1 Attending peer supervision so I can learn from my more experienced colleagues and apply this knowledge when working with children  10.3 Attending various CPD events and workshops on anti-racist practice so I can become more aware of my biases and work in a more equitable manner. |  |  |  |
| T3 | 10.7 Tailoring my reports to meet the needs of the schools and parents so that it contains all the necessary information but does not overwhelm them with jargon.  10.9 Working with a wide range of professionals and seeking their advice and guidance when they have more knowledge so as to improve my practice and show I appreciate their knowledge. |  |  |  |

SECTION A: Term 1 (Autumn) Competencies & Skills Met & Areas to Develop identified

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| **Placement Supervisor** |  | **Date** |  |
| **Trainee** |  | **Date** |  |
| **University Tutor** |  | **Date** |  |
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SECTION A: Term 2 (Spring) Competencies & Skills Met & Areas to Develop identified

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| **Placement Supervisor** |  | **Date** |  |
| **Trainee** |  | **Date** |  |
| **University Tutor** |  | **Date** |  |
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SECTION A: Term 3 (Summer) Competencies & Skills Met & Areas to develop identified

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| **Placement Supervisor** |  | **Date** |  |
| **Trainee** |  | **Date** |  |
| **University Tutor** |  | **Date** |  |
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**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.* (If you have any significant concerns about the trainee’s progress please note them here. You may wish to discuss them first with the University Tutor- please refer to PPPF Appendix 3.)

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| **Evaluation summary** | **Y/N**  **Y/N**  **Y/N** |
| The Trainee’s attendance on placement is satisfactory thus far  If no is ticked, please record the number of days absent in defined time frame \_\_\_\_\_\_\_\_\_ |
| I have observed the trainee on 3 occasions and can verify that they demonstrate fitness to practice and achieved standards reported in Section A above (**please attach 3 observational records to this report**): |
| There are significant concerns about the trainee’s progress at this stage in their training:  If **Yes** please note the concerns here (or refer to the relevant sections of the report). |
| **Recommendation:** **PASS** **FAIL** **REFER TO** **PROGRAMME DIRECTOR**   |  | | --- | | ***Please add additional information regarding particular achievements, strengths and skills reported from schools, Principal Educational Psychologist and other work/practice related sources:***  See comments on p11. | |

**SECTION C – TRAINEE FEEDBACK**

*This section is for the trainee 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** | None |
| **Strengths of the placement** | Having a patch of schools was highly beneficial for understanding how EPs work with schools: negotiating relationships and work, commissioning different kinds of work, liaising with other professionals. The highly supportive team and welcoming environment made a very difficult time for all more bearable as I felt supported and valued, even as a trainee. |
| **Improvement suggestions** | Given the fact I had a patch of schools, I perhaps could not engage in as wide a variety of work. This is because I had to make sure I met the requirements of my schools before looking to take on additional cases. As such, I didn’t have the opportunity to do so because of my full allocation. However, I understand why I was given a full allocation (I think it is highly valuable for trainees) as there is the additional difficulty of the service being very understaffed. As such, a trainee not taking on a full allocation would mean a colleague would have to be more over-worked or the school wouldn’t receive EP support from the service, neither outcome I desire. |

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

*This section is for the trainee 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** |
| Gain more experience deliver training | Patrick | Autumn 2021 |
| Work with child with PMLD | Patrick | Summer 2021 |

**SECTION E- FEEDBACK TO UNIVERSITY REGARDING THE ORGANISATION OF THE PLACEMENT**

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| **Placement Supervisor** | University-organised placement supervisor days have been very helpful, as have the regular three-way meetings. Patrick has managed the balance between course and placement requirements well, and we have discussed in supervision how some of his portfolio requirements or projects have fitted with his casework.  I feel it would have been helpful to have more direct communication from the university regarding projects and case studies that the trainees were undertaking. An overview of the teaching programme would also have been useful, in order to help make more explicit links between placement and teaching where possible.  Where the university have provided explicit guidance about some aspects of placement expectations, such as numbers of EHCPs, this has been helpful, and I think has helped to protect Patrick’s time and workload. But it is also appreciated that the guidance is limited and not too restrictive, to allow for the service to follow its own ways of working. | **Date** |  |
| **Principal EP** | The course needs to support both the trainee and the LA  The three day per week placement means that trainees can respond quickly to matters arising which is helpful. The course seems to cover a good base from which the trainee can develop.  We appreciate the trainee updating the LA /EPS on ideas/current research 26/7/2021 | | |
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**SECTION A, B, C, D & E: Term 3 (END OF YEAR EVALUATION)**

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| **Placement Supervisor** | Patrick has worked diligently and conscientiously to provide educational psychology support to a patch of schools over the past year. It has been a uniquely challenging year and Patrick has risen to these challenges admirably. He has demonstrated flexibility in his approach to work, and has been able to make use of remote working with schools and families.  Patrick’s caseload increased significantly in Year 3, and this has allowed him to undertake a much broader range of work across settings, ages and type of need. He has developed his confidence in choosing assessments to help address his hypotheses about a child’s needs. He also makes careful consideration as to the rationale for any potential assessment work.  Patrick is committed to working in partnership with schools and families, and his reports always reflect this.  Patrick is an enthusiastic and energizing presence in the team, and an active participant in team meetings. He has volunteered to lead on the ELSA project in Waltham Forest, and has already recruited a number of participants for training next year.  Time allocations and organisations have been challenging this year for all EPs, due to the changes brought about by covid, but particularly when this is the first year as a trainee managing a patch of schools. I think that this will be something to keep in mind in September when Patrick will have a larger allocation of schools, and for him to take care to deliver a school’s requests for work within their time allocation.  Patrick is a reflective and thoughtful practitioner, and I know that he will continue to make positive use of supervision as a newly qualified EP. | **Date** | 22.7.21 |
| **Principal EP** | Patrick has developed over his time with us into a sound EP and we look forward to him joining our service in September.  He has shown initiative in his work and engaged the team as required. It has been a difficult 18 months for all but Patrick has continued to remain focused | **Date** | 26/7/2021 |
| **Trainee** |  | **Date** |  |
| **University Tutor** |  | **Date** |  |
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**APPENDIX B: HCPC PROFICIENCIES/BPS STANDARDS**