Year 1 Self Evaluation Form

The TEP should provide evidence of the following:

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| A | Theoretical Skills | 1. Aware of range of theories and models of psychology
2. Able to use psychological theory for informing and demonstrating understanding and decision making in a practice setting
3. Able to use theory to develop appropriate interventions for YPTCT & OPs\* across range of settings and age ranges
4. Demonstrate understanding of the structure of the education system in UK
5. Demonstrate knowledge and awareness of relevant legislation, government initiatives and guidance relating to children’s services
6. Demonstrate understanding of functioning of SEN and other additional needs systems
7. Demonstrate understanding of basics tenets of educational philosophy
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| P | Interpersonal Skills | 1. Demonstrate effective listening and communication skills in meetings with clients and other professionals
2. Able to ensure that clients are active participants in assessment process and evaluation of interventions
3. Ability to communicate assessments and intervention plans appropriately with children, young people, their carers and other professionals
4. Ability to engage in consultations and problem solving activities in schools and other settings
5. Ability to manage conflict and negotiate with others, using supervision to support this process
6. Will have developed early skills in reporting assessment and intervention outcomes to a range of audiences, and in developing and delivering, with others, in-service training materials
7. Able to work with support staff
8. Able to work collaboratively with other psychologists and other professionals as part of a team/service
9. Able to develop effective working relationships with clients and other professionals
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| P | Practical Skills | 1. User of problem solving framework
2. Formulater and user of hypotheses to clarify thinking and aid investigation and intervention
3. Able to interpret basic test information using technical manuals etc.
4. Able to draft written communication
5. Able to contribute, under supervision, to statutory assessment
6. Awareness of how legislation operates across range of contexts to protect/support children and young people
7. Able to work collaboratively with others to develop their intervention skills for use with children their families and teachers
8. Aware of and follows codes of ethics and conduct of HPC and the procedures of the BPS
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| P | Self awareness | 1. Able to engage in critical self review
2. Able to engage in and learn from supervision
3. Aware of issues related to professionalism and ethical practice
4. Aware of effects of difference and diversity on opportunities for children young people and their families and carers; implications for promoting equal opportunities
5. Able to work with increasing independence but with awareness of limits of own skills/competence
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| P | Service Delivery | 1. Able, under supervision, to make contributions to group/team/multidisciplinary activities
2. Able to understand factors that influence service delivery and the process of change
3. Developing professional skills to support service delivery i.e. time management, personal organisation and operating to service quality standards
4. Acts to promote the opportunity of service users at all times
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| P | Technical Skills | 1. Able to select, administer and interpret a range of assessment techniques/tests relevant to various kinds of assessment hypotheses.
2. User of criterion referenced tests
3. User of precision teaching, direct instruction techniques
4. Able to select or design and use appropriate observation schedules
5. Able to organise independent means of transport
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| R | Research / Evaluation | 1. Skills in developing evaluations, including design and implementation of small scale projects.
2. Skills in using quantitative and qualitative data collection and analysis techniques.
3. Demonstrate ability to report on and disseminate research findings
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\* Young people, their carers, teachers, and other professionals