Year 3 Self Evaluation Form

The TEP should provide evidence of the following:

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| A | Theoretical Skills | 1. Uses proficiently knowledge of wide range of theories and models of psychology
2. Uses proficiently a wide range of psychological theories for informing and demonstrating understanding and decision making in a practice setting
3. Competent use of a wide range of theory to develop appropriate hypotheses and interventions for YPTCT & OPs\* across a range of settings and age ranges
4. Able to share knowledge of the structure of the education system in UK and of recent or current changes
5. Able to share knowledge of relevant legislation, government initiatives and guidance relating to children’s services and of recent or current changes
6. Able to share knowledge of functioning of SEN and other additional needs systems and of recent or current changes
7. Able to share knowledge derived from educational philosophy, and theory and research from within education and educational psychology
8. An ability to synthesise and critique existing knowledge in pursuit of novel understandings and responses
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| P | Interpersonal Skills | 1. Competent in using effective listening and communication skills in meetings with clients and other professionals
2. Competent in ensuring that clients are active participants in assessment process and evaluation of interventions
3. Competent at communicating assessments and intervention plans appropriately with children, young people, their carers and other professionals
4. Autonomous in managing consultations and problem solving activities in schools and other settings
5. Adept at managing conflict and negotiating with others, using supervision to support this process
6. Proficient 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 independently and confidently with support staff
8. Able to work collaboratively and confidently with other psychologists and other professionals as part of a team/service
9. Proficient at developing effective working relationships with clients and other professionals
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| P | Practical Skills | 1. Adept at using problem solving framework and aware of its limitations
2. Confident in the formulation and use of hypotheses to clarify thinking, to aid investigation and intervention and to share these with others
3. Proficient in the interpretation of test information using technical manuals etc. and sharing these with others
4. Competent in undertaking written communication independently
5. Able to contribute, without supervision, to statutory assessment
6. Awareness of and ability to share with others how legislation operates across range of contexts to protect/support children and young people and the impact of any recent or current changes
7. Proficient in working collaboratively with others to develop their intervention skills for use with children, their families and teachers
8. Follows codes of conduct and ethics described by HPC and aware of procedures as of BPS
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| P | Self awareness | 1. Maintains engagement in critical self review
2. Maintains engagement in learning from supervision
3. Demonstrates knowledge of issues related to professionalism and ethical practice and can share this with others
4. Demonstrates knowledge of effects of difference and diversity on opportunities for children young people and their families and carers; implications for promoting equal opportunities and can share this with others
5. Able to work independently for wide range of tasks/activities while recognising awareness of limits of own skills/competence and seeking support in these areas
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| P | Service Delivery | 1. Competent in making contributions to group/team/multidisciplinary activities
2. Competent in explaining factors that influence service delivery and the process of change
3. Proficiency with professional skills to support service delivery i.e. time management, personal organisation and operating to service quality standards and consulting relevant evidence bases
4. Proficient in the use of relevant monitoring framework for personal and service effectiveness
5. Critical of the use of monitoring frameworks for personal and service effectiveness
6. Is aware of power differentials in professional relationships and seeks to empower client in move to promote equality of opportunity
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| P | Technical Skills | 1. Proficient in selecting, administering and interpreting a wide range of assessment techniques/tests relevant to various kinds of assessment hypotheses.
2. Proficient in use of criterion referenced tests
3. Proficient in use of precision teaching, direct instruction techniques
4. Proficient in the selection of, or design and use of, appropriate observation schedules
5. Able to organise independent means of transport
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| R | Research / Evaluation | 1. Proficient in developing evaluations, including design and implementation of small scale projects.
2. Proficient in using quantitative and qualitative data collection and analysis techniques.
3. Secure in reporting on and disseminating research findings
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\* Young people, their carers, teachers, and other professionals