New Assignments: The Trainee Self-Assessment Exercise

Lancaster
THE SELF ASSESSMENT EXERCISE

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## Operationalising the BPS Criteria – Lancaster’s Assessment Domains

1. Collating information and knowledge (‘collating’)
2. Critical analysis & synthesis (‘analysing’)
3. Strategy for application (‘deciding’)
4. Performance skills (‘doing’)
5. Responsive to impact & learning from experiences (‘responding’)
6. Communicating information effectively (‘communicating’)
7. Interpersonal skills & collaboration (‘interacting’)
8. Organisational skills (‘organising’)
9. Professional behaviour (‘behaving’)
10. Demonstrating Essential Knowledge (‘knowing’)

B. Broader knowledge of clinical psychology practices, literature and relevant services
SAE PROCESS

- Trainee completes the initial self appraisal form in first month of training.
- Trainee and clinical tutor meet to discuss.
- Trainee write 500 words detailing their perceived strengths, learning needs, & areas to explore.
- Trainee conducts self assessment exercises and compiles a picture of their strengths and development needs.
- Trainee completes 1000 word account of strengths, needs & planned actions to meet the needs.
• The 500 word piece and the 1000 word piece are submitted together after 3 months in training, with appendices detailing self assessment exercises completed.
• Markers (usually tutor pair) read this account
• 40 minute ‘SAE viva’ with markers takes place around 15 weeks into training, where self assessment and plan are discussed.
• Markers make their judgement on the basis of submission and viva performance (much like thesis viva).
• Markers only actively look for positive & negative evidence for five of the domains - collating, analysing, deciding, responding & communicating.
• However, severe lack of skills in any area can lead to a fail.
• All areas must be rated satisfactory for a pass to be given.
• If failed, the process is repeated two months later.
WHAT IS THE IMPACT SO FAR?

• **Efficient** – trainees have more time as they are making use of formative tasks to complete an assessed piece of work.

• **Adult learning model** – prompting trainees to take charge of their own learning on the programme from the outset.

• **Facilitates disclosure** - the process seems to be prompting conversations about training needs we previously might not have until much later in training.
Group of Trainers in Clinical Psychology 2018 Annual Conference

Refreshment Break in the Foyer

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