**UCL Doctorate in Clinical Psychology**

**Developmental Reviews**

**Background**

Every trainee at UCL has a Developmental Review with their Course Tutor at the start of the second and third years.

The review should be seen as the culmination of other tutor meetings throughout the year. It is an opportunity for trainee and tutor to overview progress in academic, clinical, research and professional domains over the previous 12 months, identifying what has gone well and considering any areas that have been more difficult. It should aim to identify the opportunities for the forthcoming year, anticipated challenges and how they may be resolved or managed, any problems that might impact on, or interfere with, clinical training and any plans that need to be put in place to support the trainee.

The Developmental Review is also an opportunity for the tutor to give the trainee feedback about their performance to date, in relation both to Course expectations and criteria relevant to KSF gateways (as described below).

At the end of the appraisal, the tutor and trainee should specify any training objectives for the trainee for the next twelve months.

**Content**

The review procedure is congruent with the NHS Knowledge and Skills Framework (KSF) which is the performance management procedure adopted alongside Agenda for Change. This sets out the competences expected of psychologists at different levels of seniority; those of concern here are those that apply to trainee Clinical Psychologists. These are set out in the Table, grouped in relation to a series of dimensions along with a description of the skills that are expected to be demonstrated.

The formal KSF procedure would require trainees to pass through a ‘gateway’ in order to progress from the first year of training into the next. However, were there to be serious concerns in any area of competence we would follow course examination procedures. So although it is helpful for trainees and course tutors to be aware of the KSF[[1]](#footnote-1), the process of a developmental review is not governed by KSF procedures.

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| **KSF Dimension** | **Description** |
| Communication | Able to develop and maintain communication with people about difficult matters and/or in difficult situations |
| Personal and people development | Able to develop own skills and knowledge and provide information to others to help their development |
| Health, safety and security | Able to monitor and maintain the health, safety and security of self and others |
| Service development | Able to make changes in own practice and to offer suggestions for improving services |
| Quality | Able to maintain quality in own work and encourage others to do so |
| Equality and diversity | Able to support equality and value diversity |
| Promotion of health wellbeing and prevention of adverse effects on health and wellbeing | Able to plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing |
| Assessment and care planning to meet health and wellbeing needs | Able to assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs |
| Protection of health and wellbeing | Able to contribute to protecting people at risk |
| Assessment and treatment planning | Able to assess physiological and psychological functioning and develop, monitor and review related treatment plans |
| Interventions and treatment | Able to plan, deliver and evaluate interventions and/or treatments |
| Information collection and analysis | Able to gather, analyse, interpret and present extensive and/or complex data and information |
| Learning and development | Able to enable people to learn and develop |
| Development and innovation | Able to contribute to developing, testing and reviewing new concepts, models, methods, practices, produces and equipment |

In practice these dimensions and competences overlap, and so the Developmental Review form does not set each of them out separately. However they are a useful prompt to thinking about the specific competences that trainees should be acquiring.

**Process**

The meeting should take place face-to-face and one-to-one, though there may be instances where the line manager may also need to be present. Both tutor and trainee should make notes in preparation for the meeting, but the focus of the meeting is on active discussion.

A personal development plan should be completed jointly by the tutor and trainee, a copy retained by both parties, and one copy stored in the trainee’s college file.

1. http://www.bps.org.uk/system/files/documents/pact\_knowledge\_and\_skills\_framework.pdf [↑](#footnote-ref-1)