

SECTION 34: DEVELOPMENTAL REVIEWS: FORMAT AND CONTENT

Background

Every trainee at UCL has a Developmental Review with their Course Tutor early in 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. This will include a review of how things are going in terms of overall wellbeing and self-care and whether there is any specific support that the trainee has sought or might find helpful to seek. From a placement perspective, this review is particularly important with regards to essential competency requirements as it helps trainees to identify which areas of competence they have outstanding and therefore would benefit from reviewing with their placement supervisor for possible opportunities to meet them on the placements for that year.

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 KSF¹, the process of a developmental review is not governed by KSF procedures.

¹ http://www.bps.org.uk/system/files/documents/pact_knowledge_and_skills_framework.pdf

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.

Preparing for the Review

The trainee should complete the Developmental Review Form ahead of the meeting, including noting down their main developmental needs for the upcoming academic year.

The form itself covers both the developmental review meeting at the start of the second year and the developmental review meeting at the start of the third year. This allows for continuity between meetings, such that trainee and course tutor can review the previous year's objectives and build on these in the developmental review at the start of the third year.

Process

The meeting should be scheduled in advance, and allow enough time for an active, reflective (and usually trainee-led) discussion. The review should also include time for the tutor to give feedback about the trainee's overall performance on the Course.

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.

By the end of the meeting the tutor and trainee should be in a position to identify and specify any training objectives for the forthcoming year; these should be recorded in the personal development plan on the Developmental Review form in the section relevant for that year.

A copy of the completed Developmental Review form should be retained by the trainee and the tutor, and one copy stored in the trainee's college file. For the developmental review in the second year, trainee and course tutor should complete the first part of the form, which is for the second year developmental review – the section for the third year developmental review will remain blank. For the developmental review at the start of the third year, trainee and course tutor should update the form completed the previous year, completing the section for the developmental review for the third year.