**Assessor’s Mark Sheet 2021**

**Scenario 1 – Information Gathering**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Candidate name (please print):** | | | **University:** | | |
| **Assessor Name:** | | | **Assessor Signature:** | | |
| **Additional comments:** | | | | | |
|  | | | | | |
| **Role Player feedback:** | | | | | |
| After the trainee has left the room, please ask the role player to consider the following statement in terms of their feeling of satisfaction with the consultation on a scale of 1-5:  **‘I would be happy to come back and consult with this trainee again'.** Please tick one box below and give a brief reason for your rating. | | | | | |
| 1  Strongly agree | 2  agree | 3  just agree | | 4  neutral | 5  disagree |
|  | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Please record your judgement of this trainee’s performance for the five domains described below. Add relevant comments related to evidence for strengths and improvement suggestions, referring to the general and station-specific calibrated criteria. | | | | |
| **Professional Skill** | **Compet-ency observed** | **Area to develop** | **SUPPORTING EVIDENCE** | |
| **Strengths** | **Improvement suggestions** |
| 1. **Communication Skills** |  |  |  |  |
| * Clarity of purpose/ structure * Encourages client contribution and elicits important information * Uses appropriate language and explains key terms if necessary * Summarises | 🞎 | 🞎 |  |  |
| 1. **Perspective Taking** |  |  |  |  |
| * Seeks, detects, acknowledges and attempts to address concerns * Demonstrates awareness of client’s perspective * Listens * Empathic | 🞎 | 🞎 |  |  |
| 1. **Information gathering and synthesis** |  |  |  |  |
| * Obtains sufficient information to make decisions * Presents synthesis of new and existing information | 🞎 | 🞎 |  |  |
| 1. **Management** |  |  |  |  |
| * Works in partnership to develop a shared plan * Suggests next steps * Manages client’s emotions and expectations | 🞎 | 🞎 |  |  |
| 1. **Professional Integrity** |  |  |  |  |
| * Addresses the rights of young person * Specifies limits of knowledge, competence and role * Where appropriate, challenges assumptions and perspectives * Does not collude | 🞎 | 🞎 |  |  |