

# Common Placement Assessment Form

(Level 5/SCQF Level 9)

**Learner (student)**

Name

University

Contact (E-mail & Phone)

**Practice Educator(s)**

Name(s)

Contact (E-mail & Phone)

**University Link Tutor**

Name(s)

Contact (E-mail & Phone)

**Placement**

Dates

From

To

Organisation Name

Practice Site

Pass/Fail or Graded

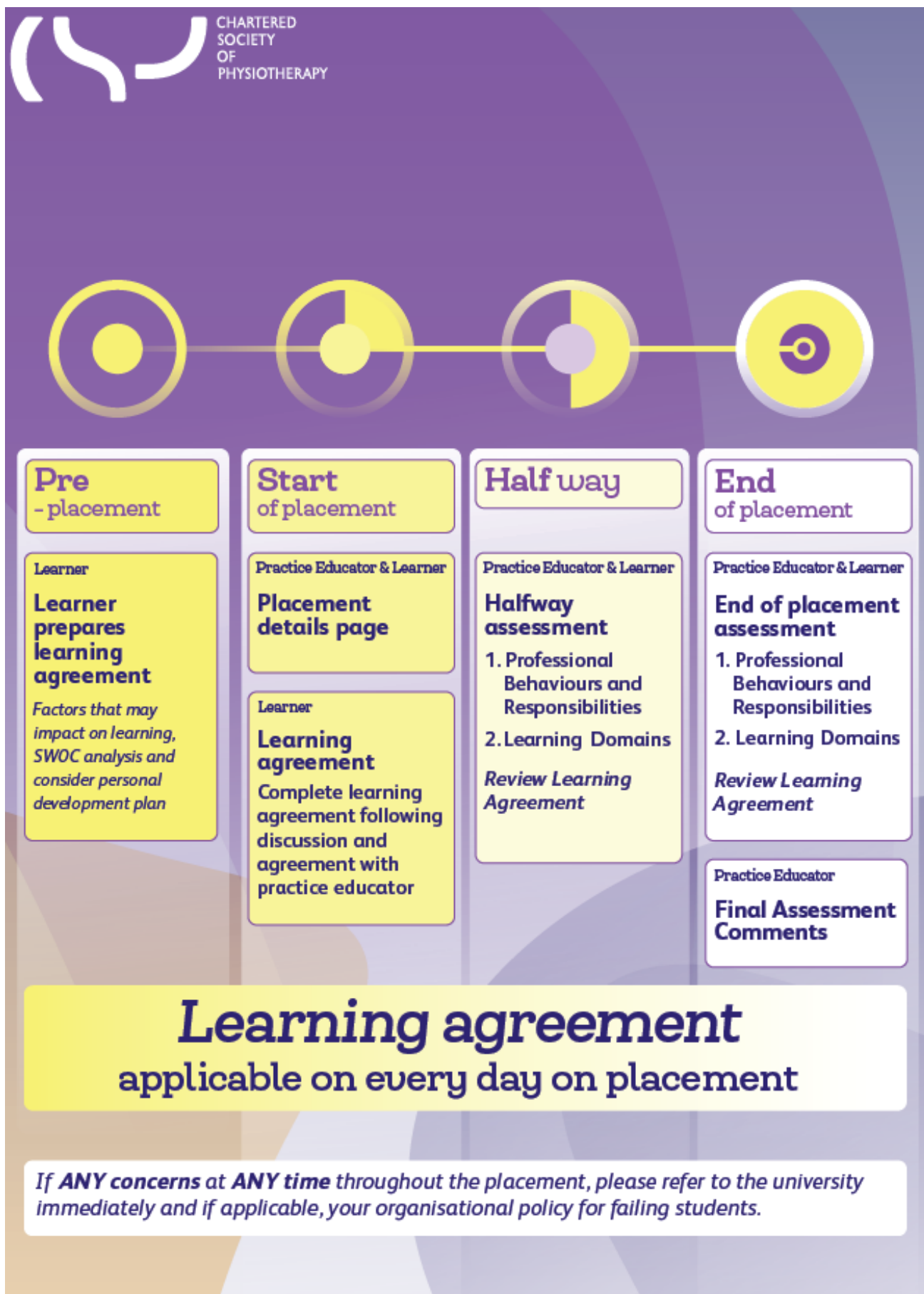
Pass/fail

Graded



UNIVERSITY USE ONLY	
PASS	
FAIL	
GRADE (IF APPLICABLE)	
NUMBER OF HOURS COMPLETED	

# Completion Timeline



# Common Placement Assessment Form (CPAF)

## Assessment Guidance Overview

*Please ensure that you refer to the [CPAF Guidance Documents \(student and practice team\)](#) and other resources on [the CSP website](#) for detailed information to support your completion of this form.*

The CPAF is made up of 4 key parts;

- Learning Agreement
- Professional Behaviours and Responsibilities
- Learning Domains
- Feedback from Others

Learners are assessed on the following parts at both the halfway and end of placement points:

- **Professional Behaviours and Responsibilities** and
- **Learning Domains**

**They MUST both be passed independently by the final assessment.**

Despite the **Learning Agreement** and **Feedback from Others** not being formally marked, they do play a vital role in the learner and practice team experience and information recorded here can evidence achievement of the learning domains. Please ensure these parts are completed and discussed between learner and practice educator(s) at regular intervals.

### Professional Behaviours and Responsibilities

This part assesses the fundamental professional qualities, competence and behaviour of the learner whilst on placement. They must demonstrate professionalism with adherence to local guidelines, policies and procedures, as well as the HCPC Guidance on Conduct and Ethics for Students (2016) and the CSP Code of Members' Professional Values and Behaviour (2019).

- **Marked as 'Pass/Fail' for ALL learners**
- **The learner MUST pass this section by the end of the placement**
- **Failure in 'Professional Behaviours and Responsibilities' will override 'Learning Domains' and cause the learner to fail the placement at any stage**
- **The options for demonstrating the professional behaviour/responsibility are 'yes or no' with space for comments. If a learner fails to achieve an area of professionalism by the end of the placement, they will be awarded a 'no' and will result in failure of the placement**

### **I have concerns about a learner's performance, what should I do?**

We encourage active use of this part throughout the placement, not waiting for the halfway or end of assessment point. If **AT ANY STAGE** there are concerns about a learner's professional performance, please contact the named university link tutor immediately. **Learners should be given a verbal warning regarding any unsafe practice and/or unprofessional behaviour at the time of the incident. This must then be documented within both 'Professional Behaviours and Responsibilities' and the 'Records of Warning Given' section located in Appendix 1 and must be flagged with the learner's university link tutor at the earliest time possible.**

An action plan must be clearly documented after any verbal and written warnings as well as during the halfway assessment in order to maximise the learner's ability to achieve an acceptable standard of practice.

Please refer to the relevant university processes for further information regarding poor performance.

## Learning Domains

There are 10 learning domains;

<b>Personal Development</b>	<b>1. Independent learning</b>
	<b>2. Seeking, reflecting on and responding to feedback</b>
	<b>3. Organisation and prioritisation</b>
<b>Interpersonal Skills</b>	<b>4. Communication</b>
	<b>5. Working with others</b>
	<b>6. Individuals, communities and populations</b>
<b>Decision Making and Implementation</b>	<b>7. Gathering and analysing information</b>
	<b>8. Evidence-based practice</b>
	<b>9. Reasoning and intervention</b>
	<b>10. Recording information</b>

Each learning domain contains 3 associated learning outcomes against which their performance is assessed. The learning domains and their learning outcomes are consistent for ALL learners. Assessment criteria for each of these is shaped to the learners' level of study.

- **This part is marked as either 'Pass/Fail' or 'Graded' dependent on university requirements (using the same assessment criteria)**
- **The learner MUST pass all 10 learning domains by the end of the placement**
- **The learning domain indicates learner achievement by the END of the placement (eg. during the final week)**
- **Summarised marking criteria is provided for each learning domain. Please refer to Appendix 2 for the full marking rubric to help support your assessment**
- **Learners and practice educators are required to assess achievement of the learning domains at both the halfway and end of placement assessment points. This includes;**
  - **'Tick box' or written selection of the most appropriate assessment boundary for each learning domain (including self-evaluation for learners) dependent on whether using editable pdf or word version**
  - **Written feedback after each 'group' of leaning domains (personal development, interpersonal skills and decision making and implementation)**

### **What is required to pass a learning domain?**

Using the assessment criteria, practice educator(s) are required to make a professional judgement about the learner's level of ability. Practice educators and learners should select the appropriate ability achievement at both the half way and final assessment points.

**As there is variation in what constitutes a pass mark between universities (eg. At some it is 40% and others it is 50%), please check with your local university to ensure that you are aware of their Pass/Fail threshold.**

### **When is written feedback provided?**

After each group of learning domains (personal development, interpersonal skills, decision making and implementation), there is space for written feedback by both the practice educator(s) and learner. At the halfway point, please complete the 'action plan' to allow any steps to be put in place within the second half of the placement.

### **What if a learner is awarded a 'fail' mark at the halfway assessment?**

The learning domains indicate learner achievement by the end of the placement and they may not all be met by the halfway point (either via opportunity or performance). If this is the case however, practice educator(s) and learner should work together to ensure the action plan for the second half of placement clearly details the steps that will be put in place to support achievement. If you feel that a learner is at risk of failing this whole section by the end of placement point, this MUST be flagged with the university link tutor at the earliest possible opportunity.

### **What if a learner is awarded a 'fail' mark at end of placement assessment?**

- If a learner is awarded a 'fail' within one of the three learning outcomes within a learning domain, an overall pass mark for the learning domain is awarded
- If a learner is awarded a 'fail' within two or more learning outcomes within a learning domain, an overall pass mark for the learning outcome is not awarded and they will be unable to achieve an overall pass mark
- A learner can fail up to three learning outcomes across different learning domains and still achieve an overall pass mark. If they fail four or more learning outcomes across the ten learning domains, they will be unable to achieve an overall pass mark

### **What if a learner is assessed using Pass/Fail?**

The same assessment criteria are used. Although these learners may not need a formal grade boundary for their assessment, they will receive the same detail of feedback as those who do. This allows learners' an equal understanding of where they have performed well or where they can further develop and enable them to see how they performed against a graded structure.

### **What if I feel the learning domain is not achievable in my placement setting?**

The learning domains are applicable in a diverse range of placement settings; in person and remote as well as non-patient facing areas of practice. For examples of how they may be demonstrated in different areas with different models of supervision, please refer to the CPAF Guidance Documents. Please seek guidance from the HEI if you deem any of the domains unachievable in your practice environment.

### **Should practice educators provide a specific % or grade boundary for each learning domain?**

Please seek university guidance regarding this.

### **Is each learning outcome within a domain equally weighted?**

Practice educators are encouraged to make a professional judgement here, using their knowledge of the setting and sector. If it is felt that one learning outcome should be weighted higher in their setting this is possible and should be considered in the overall assessment for that specific learning domain.

### **How is a final award calculated for the learning domains?**

For the end of placement assessment, the practice educator(s) will award the appropriate percentage/grade boundary for each learning domain. The final numerical mark should be an overall mark that represents the learner's performance on placement.

**We would like to hear from you! How have you found CPAF? What setting have you used it in? Using what models of supervision? This short survey (taking no more than 5 minutes to complete) will help inform the ongoing development of CPAF and allow a better understanding about where it has been used. Please either follow [this survey link](#) or scan the below QR code to take you to the survey.**



# Glossary of Terms

Term	Description
<b>Appropriately</b>	Right or suitable for stage of learning, for example what would be a reasonable expectation of a 2 <sup>nd</sup> year student in this setting?
<b>Complex and unpredictable</b>	Events which would not normally occur within day-to-day practice, or which would provide particular challenges to the learner
<b>Critically evaluate/ aware</b>	Critical thinking is a process used to think about and evaluate information then reach a conclusion. In this context the word critical is not negative. It means that you should not automatically accept that what you are reading is valid, true, applicable or correct. Instead, you should gather the evidence, acknowledge your own values and beliefs, analyse all aspects and reach your own conclusion
<b>Frequency</b>	<p><b>Consistently:</b> used to describe a situation where the learner meets the requirements of the criteria &gt;90% of the time. Should be measured over a defined period of performance preceding the half way/final assessment and not over the duration of placement</p> <p><b>Most:</b> used to describe a situation where the learner meets the requirements of the criteria &gt;60% but &lt;90% of the time</p> <p><b>Some:</b> used to describe a situation where the learner meets the requirements of the criteria &gt;30% but &lt;60% of the time</p> <p><b>Occasional/minimal:</b> used to describe a situation where the learner meets the requirements of the criteria &lt;30% of the time</p>
<b>Independent</b>	Capable of acting for oneself or on one's own (proportionate with level of study)
<b>Leadership</b>	Ability to lead, demonstrates leadership qualities e.g. focus on self, working with others or improving healthcare
<b>Prompting</b>	Used to describe a situation where the practice educator provides input to the learner by the use of a key word, indirect or open questioning to facilitate learning
<b>Reflective Practice</b>	<p>The process of reviewing an episode of practice to describe, analyse, evaluate and inform professional learning. New learning modifies previous perceptions, assumptions and understanding and the application of this learning to practice influences interventions and outcomes</p> <p><b>Critical reflection:</b> This involves analysing all aspects of your episode of practice whilst challenging and detecting any assumptions that may exist.</p>
<b>Support</b>	Used to describe a situation where the practice educator provides input to the learner by the use of explanations, guidance and direction to facilitate learning

# Learning Agreement

Although the learning agreement is **primarily the responsibility of the learner to complete**, it should encourage discussions between a learner and their practice educator(s) as to how any individual areas of learning are addressed.

To get the most out of this section, we recommend completing it during the first week on placement with some preparation ahead of the first day if possible. This is not a 'one-off' – Learning on placement is a continuum from the first day to the last and even beyond. Revisit this section frequently adding to it as the placement progresses to help learners to get the most out from their time in practice.

There are 3 parts to the learning agreement;

- **Factors that may impact on learning**
- **SWOC Analysis (Strengths, Weaknesses, Opportunities, Challenges)**
- **Personal Development Plan**

*Learners – Please refer to the [‘Student Guidance Document’](#) for further information, top tips and examples. Please also refer to Appendix 3 for templates to capture reflective practice ‘Learning from doing’ and ‘What? So what? Now what?’*

*Practice Team – Please refer to the [‘Practice Team Document’](#) for further information regarding how you can support learners to get the most out of this part.*

## Factors that may impact on learning (*optional*)

This is a space for the learner to share any information that may affect their learning on placement in any way. To encourage dialogue between learner and practice educator(s) and to raise awareness so, if needed, appropriate supportive steps are put in place.

Factors could include (amongst others):

- Concerns about risk of discrimination linked to protected characteristics (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity)
- Concerns regarding accessibility/access adjustments
- Social or family circumstances such as living environment, caring responsibilities or travel issues
- Health or wellbeing issues relating to physical and/or mental health
- Financial issues such as travel costs or access
- Religious or cultural beliefs, values or practises
- Previous problems encountered during placements
- Previous experiences such as bereavement, personal or family health or wellbeing issues that may be relevant to how the learner experiences the placement setting

*Please refer to the student and practice team guidance document(s) for more information and examples.*

### **The CSP promotes anti-discriminatory practice and does not tolerate discrimination of any kind towards any individual**

Research and student lived experience tells us that some students experience unacceptable discrimination whilst on placement from both staff and patients. The CSP urge staff and students to report and challenge discriminatory behaviour to the workplace management and the university link tutor where matters should be addressed in line with local policy and procedures. Those experiencing discrimination are encouraged to access available support networks including; Placement Tutors, University pastoral support, NUS student officers, workplace support offered by your placement provider, Student Reps, CSP Diversity Networks, family and friends.



SWOC (Strengths, Weaknesses, Opportunities, Challenges) Analysis - Initial

<p><b><u>Strengths</u></b></p> <p>What do you do well? What do others see as your strengths?</p>	<p><b><u>Weaknesses</u></b></p> <p>What could you improve? What are you less confident about?</p>
<p><b><u>Opportunities</u></b></p> <p>What opportunities are available to you? How can you turn your strengths into opportunities?</p>	<p><b><u>Challenges</u></b></p> <p>What challenges or hurdles may you meet along the way?</p>
<p><b>Date:</b></p>	

SWOC (Strengths, Weaknesses, Opportunities, Challenges) Analysis - Review

<p><b><u>Strengths</u></b></p> <p>What do you do well? What do others see as your strengths?</p>	<p><b><u>Weaknesses</u></b></p> <p>What could you improve? What are you less confident about?</p>
<p><b><u>Opportunities</u></b></p> <p>What opportunities are available to you? How can you turn your strengths into opportunities?</p>	<p><b><u>Challenges</u></b></p> <p>What challenges or hurdles may you meet along the way?</p>
<p><b>Date:</b></p>	

## Personal Development Plan

**What are your individual goals for this placement?** *What do YOU want to achieve? Use this information to inform the below table*

<b>Learners Personal Learning Aim</b> (This should be <b>Specific, Measurable, Achievable, Realistic</b> and include a Time frame) <i>(Ask yourself ‘what do I want to achieve? By when? How do I measure success?’)</i>	<b>Anticipated resources required to achieve</b> <i>(Ask yourself ‘what do I need to make this happen? Time, support, people etc’)</i>	<b>Practice Educator Comments</b>	<b>Reflection on Achievement of Learning Aim</b> To be completed by the learner with support from the practice educator	
			<b>Half Way</b>	<b>End of Placement</b>

<b>Learners Personal Learning Aim</b> (This should be <b>Specific, Measurable, Achievable, Realistic</b> and include a <b>Time frame</b> ) <i>(Ask yourself 'what do I want to achieve? By when? How do I measure success?')</i>	<b>Anticipated resources required to achieve</b>  <i>(Ask yourself 'what do I need to make this happen? Time, support, people etc' )</i>	<b>Practice Educator Comments</b>	<b>Reflection on Achievement of Learning Aim</b> To be completed by the learner with support from the practice educator	
			<b>Half Way</b>	<b>End of Placement</b>

# Professional Behaviours and Responsibilities

<p>The learner demonstrates professional qualities, competence and behaviours  <i>*If any warnings are to be given, please record these in the 'Records of Warning Given' section in Appendix 1 and flag with the learner's university link tutor at the earliest time possible</i></p>		
<p>This may include, but is not limited to compliance with;</p> <ul style="list-style-type: none"> <li>• <a href="#">CSP Code of Members' Professional Values and Behaviour (2019)</a></li> <li>• <a href="#">HCPC Guidance on Conduct and Ethics for Students (2016)</a></li> <li>• Policies and procedures within the placement setting</li> </ul>		
<p><b>Halfway Assessment</b></p>		
<p><b>The learner;</b></p>	<p><b>Please Select</b></p>	<p><b>Comments</b></p>
<p><b>Is fit to practice safely and effectively;</b> with an awareness of their limitations and scope of practice, honesty about their role and consideration of ethical and moral matters.</p>		
<p><b>Promotes and protects the interests of others;</b> following policies on consent, respecting dignity and promoting equity</p>		
<p><b>Assesses risks accurately;</b> taking appropriate steps to limit the harm of self and others</p>		
<p><b>Reports reliably,</b> informing their practice educator of any concerns of safety and putting the wellbeing of others first</p>		
<p><b>Respects confidentiality,</b> managing sensitive information and only using information for the purpose in which it is given</p>		
<p><b>Complies with standards of dress, appearance and hygiene</b> in relation to organisational policy</p>		
<p><b>Is punctual</b> and has good time keeping</p>		
<p><b>Action Plan</b></p>		
<p></p>		

End of Placement Assessment		
The learner;	Please Select	Comments
<b>Is fit to practice safely and effectively;</b> with an awareness of their limitations and scope of practice, honesty about their role and consideration of ethical and moral matters.		
<b>Promotes and protects the interests of others;</b> following policies on consent, respecting dignity and promoting equity		
<b>Assesses risks accurately;</b> taking appropriate steps to limit the harm of self and others		
<b>Reports reliably;</b> informing their practice educator of any concerns of safety and putting the wellbeing of others first		
<b>Respects confidentiality;</b> managing sensitive information and only using information for the purpose in which it is given		
<b>Complies with standards of dress, appearance and hygiene</b> in relation to organisational policy		
<b>Is punctual</b> and has good time keeping		
<b>Practice Educators Comments</b> <i>Examples of when these have/have not been followed should be stated specifically as well as advice provided to learner</i>		
<b>Learner Comments</b> <i>Response to comments from Practice Educator(s). Please include verification that you are familiar with the necessary guidance/principles</i>		
<b>Practice Educator Declaration</b> <i>(to be completed at the final assessment)</i>		
From what I have witnessed on this placement, I have no grounds for concern in relation to the learner's professional attitudes and behaviours. All necessary guidance, policies and procedures have been followed, when necessary, with no more than minimal prompting		<b>Signed:</b>  <b>Dated:</b>
The learner has not met these expectations and further information will be provided to the learner and the HEI (see final outcome page)		<b>Signed:</b>  <b>Dated:</b>

# Learning Domains

There are 10 learning domains;

Personal Development	1. Independent learning
	2. Seeking, reflecting on and responding to feedback
	3. Organisation and prioritisation
Interpersonal Skills	4. Communication
	5. Working with others
	6. Individuals, communities and populations
Decision Making and Implementation	7. Gathering and analysing information
	8. Evidence-based practice
	9. Reasoning and intervention
	10. Recording information

- *Please refer to the full assessment rubric to further support your completion of this part is found in Appendix 2.*
- *Please also refer to pages 4&5 for more information to support completion of this part and the [CPAF Guidance Documents \(student and practice team\)](#) for examples and top tips.*

<b>1. Independent Learning</b>		
	<b>Half way</b>	<b>End of placement</b>
	Please type one of the appropriate assessment bandings as per the criteria below box (eg. Very good)	
<b>Ability to identify personal learning needs and engage in a personalised development plan</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
<b>Ability to identify and use a variety of appropriate learning and development resource</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
<b>Ability to reflect on the learning process, resulting in suitable changes to practice</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator

<b>Assessment criteria</b>	
<b>Outstanding (90-100%)</b>	Consistently and independently accepts responsibility for own learning. Demonstrates reflective practice and critical awareness supported by extensive reading
<b>Exceptional (80-89%)</b>	Consistently accepts responsibility for own learning. Demonstrates reflective practice and critical awareness supported by extensive reading
<b>Excellent (70-79%)</b>	Accepts responsibility for own learning most of the time. Demonstrates reflective practice and critical awareness supported by extensive reading
<b>Very Good (60-69%)</b>	Achieves with minimal support. Occasionally demonstrates reflective practice and critical awareness supported by selective reading
<b>Good* (50-59%)</b>	Achieves with moderate support. Occasionally demonstrates reflective practice supported by selective reading
<b>Satisfactory* (40-49%)</b>	Achieves with significant support. Occasionally demonstrates reflective practice
<b>Fail (30-39%)</b>	Does not achieve despite feedback and support
<b>Fail (0-29%)</b>	Does not achieve, despite significant feedback and support

\* Please check with the learners university to ensure that you are aware of their Pass/Fail threshold



2. Seeking, reflecting on and responding to feedback		
	Half way	End of placement
	Please type one of the appropriate assessment bandings as per the criteria below box (eg. Very good)	
Ability to appropriately seek feedback	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
Ability to accept and reflect on feedback received	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
Ability to modify personal and professional behaviour as needed in response to feedback received	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator

Assessment criteria	
<b>Outstanding (90-100%)</b>	Achieves consistently and independently. Demonstrates initiative and reflective practice
<b>Exceptional (80-89%)</b>	Achieves consistently. Demonstrates initiative and reflective practice most of the time
<b>Excellent (70-79%)</b>	Achieves. Demonstrates initiative and reflective practice some of the time
<b>Very Good (60-69%)</b>	Achieves with minimal support. Occasionally demonstrates initiative and reflective practice
<b>Good* (50-59%)</b>	Achieves, requires moderate support
<b>Satisfactory* (40-49%)</b>	Achieves, requires significant support
<b>Fail (30-39%)</b>	Does not achieve despite feedback and support
<b>Fail (0-29%)</b>	Does not achieve, despite significant feedback and support

\* Please check with the learners university to ensure that you are aware of their Pass/Fail threshold

<b>3. Organisation and prioritisation</b>		
	<b>Half way</b>	<b>End of placement</b>
	Please type one of the appropriate assessment bandings as per the criteria below box (eg. Very good)	
<b>Ability to plan, organise and prioritise workload using appropriate available resources</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
<b>Ability to modify behaviour and actions in response to the demands of the situation, service and/or environment</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
<b>Ability to acknowledge and evaluate the impact of their actions on themselves and others</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator

<b>Assessment criteria</b>	
<b>Outstanding (90-100%)</b>	Consistent and independent ability to modify personal behaviour & actions in response to feedback to meet the demands of a routine and or complex situation
<b>Exceptional (80-89%)</b>	Consistently able to modify personal behaviour & actions in response to feedback to meet the demands of a routine and or complex situation
<b>Excellent (70-79%)</b>	Able to modify behaviour & actions in response to feedback to meet the demands of a routine situation most of the time
<b>Very Good (60-69%)</b>	Requires minimal support to modify behaviour & actions to meet the demands of a routine situation
<b>Good* (50-59%)</b>	Requires moderate support to modify behaviour & actions to meet the demands of a routine situation
<b>Satisfactory* (40-49%)</b>	Requires significant support to modify behaviour & actions to meet the demands of a routine situation
<b>Fail (30-39%)</b>	Does not achieve; despite support and prompting, limited ability to modify behaviour & actions to meet the demands of a routine situation
<b>Fail (0-29%)</b>	Does not achieve; despite significant feedback and support unable to modify behaviour & actions to meet the demands of a routine situation

\* Please check with the learners university to ensure that you are aware of their Pass/Fail threshold

## Personal Development Feedback

Half-way Feedback		
<b>1. Independent Learning</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
<b>2. Seeking, reflecting on and responding to feedback</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
<b>3. Organisation and prioritisation</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
Half-way Action Plan		
End of Placement Feedback		
<b>1. Independent Learning</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
Mark/Grade boundary awarded*		
<b>2. Seeking, reflecting on and responding to feedback</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
Mark/Grade boundary awarded*		
<b>3. Organisation and prioritisation</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
Mark/Grade boundary awarded*		
	<b>Signed</b>	<b>Dated</b>

\*Please refer to page 5 for further details regarding awarding a grade boundary or specific %

<b>4. Communication</b>		
	<b>Half way</b>	<b>End of placement</b>
	Please type one of the appropriate assessment bandings as per the criteria below box (eg. Very good)	
<b>Ability to effectively use a wide range of appropriate communication skills (verbal, non-verbal, written and listening) to both share and receive information</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
<b>Ability to modify communication styles to meet the needs of different people</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
<b>Ability to professionally engage with digital information and technology as appropriate</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator

<b>Assessment criteria</b>	
<b>Outstanding (90-100%)</b>	Consistently and independently able to use a wide range of communication approaches. Demonstrates an adaptable and reflective approach
<b>Exceptional (80-89%)</b>	Consistently able to use a wide range of communication approaches. Demonstrates an adaptable and reflective approach
<b>Excellent (70-79%)</b>	Able to use a wide range of communication approaches. Demonstrates an adaptable and reflective approach most of the time
<b>Very Good (60-69%)</b>	Requires minimal support to use a range of communication approaches. Occasionally demonstrates an adaptable and reflective approach
<b>Good* (50-59%)</b>	Requires moderate support to use a range of communication approaches
<b>Satisfactory* (40-49%)</b>	Requires significant support to use a range of communication approaches
<b>Fail (30-39%)</b>	Does not achieve despite feedback and support
<b>Fail (0-29%)</b>	Does not achieve, despite significant feedback and support

\* Please check with the learners university to ensure that you are aware of their Pass/Fail threshold

<b>5. Working with others</b>		
	<b>Half way</b>	<b>End of placement</b>
	Please type one of the appropriate assessment bandings as per the criteria below box (eg. Very good)	
<b>Ability to understand and respect the role and scope of themselves and others</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
<b>Ability to build effective and collaborative relationships, engaging with others and working as a team</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
<b>Ability to identify and apply leadership skills into the practice environment</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator

<b>Assessment criteria</b>	
<b>Outstanding (90-100%)</b>	Achieves consistently and independently Demonstrates initiative and reflective practice
<b>Exceptional (80-89%)</b>	Achieves consistently Demonstrates initiative and reflective practice most of the time
<b>Excellent (70-79%)</b>	Demonstrates initiative and reflective practice some of the time
<b>Very Good (60-69%)</b>	Achieves with minimal support. Occasionally demonstrates initiative and reflective practice.
<b>Good* (50-59%)</b>	Requires moderate support to reflect which will result in suitable changes in practice
<b>Satisfactory* (40-49%)</b>	Achieves, requires significant support to reflect which will result in suitable changes in practice
<b>Fail (30-39%)</b>	Does not achieve despite feedback and support
<b>Fail (0-29%)</b>	Does not achieve despite significant feedback and support

\* Please check with the learners university to ensure that you are aware of their Pass/Fail threshold

<b>6. Individuals, communities and populations</b>		
	<b>Half way</b>	<b>End of placement</b>
	Please type one of the appropriate assessment bandings as per the criteria below box (eg. Very good)	
<b>Ability to demonstrate an awareness of the wider determinants of population health</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
<b>Ability to identify and understand the impact of health inequalities within the placement setting</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
<b>Ability to promote a sense of inclusion and belonging, demonstrating anti-discriminatory behaviour and acting as an advocate for others</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator

<b>Assessment criteria</b>	
<b>Outstanding (90-100%)</b>	Consistent and independent ability to promote anti discriminatory behaviour. Demonstrates understanding of wider determinants of health and health inequalities.
<b>Exceptional (80-89%)</b>	Consistent ability to promote anti discriminatory behaviour. Demonstrates understanding of wider determinants of health and health inequalities.
<b>Excellent (70-79%)</b>	Able to promote anti discriminatory behaviour. Demonstrates understanding of wider determinants of health and health inequalities. (Most of the time)
<b>Very Good (60-69%)</b>	Requires minimal support to promote anti discriminatory behaviour. Demonstrates awareness of wider determinants of health and health inequalities
<b>Good* (50-59%)</b>	Requires moderate support to promote anti discriminatory behaviour. Demonstrates awareness of some determinants of health and health inequalities
<b>Satisfactory* (40-49%)</b>	Requires significant support to promote anti discriminatory behaviour. Demonstrates awareness of some determinants of health and health inequalities
<b>Fail (30-39%)</b>	Does not achieve despite feedback and support to promote anti discriminatory behaviour.
<b>Fail (0-29%)</b>	Does not achieve despite significant feedback and support to promote anti discriminatory behaviour

\* Please check with the learners university to ensure that you are aware of their Pass/Fail threshold

## Interpersonal Skills Feedback

Half-way Feedback		
<b>4. Communication</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
<b>5. Working with others</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
<b>6. Individuals, communities and populations</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
Half-way Action Plan		
End of Placement Feedback		
<b>4. Communication</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
Mark/Grade boundary awarded*		
<b>5. Working with others</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
Mark/Grade boundary awarded*		
<b>6. Individuals, communities and populations</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
Mark/Grade boundary awarded*		
	<b>Signed</b>	<b>Dated</b>

\*Please refer to page 5 for further details regarding awarding a grade boundary or specific %

<b>7. Gathering and analysing information</b>		
	<b>Half way</b>	<b>End of placement</b>
	Please type one of the appropriate assessment bandings as per the criteria below box (eg. Very good)	
<b>Ability to extract relevant information from a range of sources</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
<b>Ability to analyse gathered information, drawing reasoned conclusions to identify key issues</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
<b>Ability to develop goals and/or objectives to address identified issues</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator

<b>Assessment criteria</b>	
<b>Outstanding (90-100%)</b>	Consistent and independent ability to process and analyse information from a range of sources
<b>Exceptional (80-89%)</b>	Consistent ability to process and analyse information from a range of sources
<b>Excellent (70-79%)</b>	Demonstrates an ability to process and analyse information from a range of sources most of the time
<b>Very Good (60-69%)</b>	Achieves with minimal support. Occasionally demonstrates ability to process and analyse information from selective sources
<b>Good* (50-59%)</b>	Requires moderate support to process and analyse information from selective sources
<b>Satisfactory* (40-49%)</b>	Requires significant support to process and analyse information from selective sources
<b>Fail (30-39%)</b>	Does not achieve despite feedback and support unable to process and analyse information from selective sources
<b>Fail (0-29%)</b>	Does not achieve despite significant feedback and support unable to process and analyse information from selective sources

\* Please check with the learners university to ensure that you are aware of their Pass/Fail threshold



8. Evidence-Based Practice		
	Half way	End of placement
	Please type one of the appropriate assessment bandings as per the criteria below box (eg. Very good)	
<b>Ability to source research / evidence to inform effective physiotherapy practice</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
<b>Ability to evaluate and apply research/ evidence in practice</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
<b>Ability to reflect on the application of evidence-based practice</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator

Assessment criteria	
<b>Outstanding (90-100%)</b>	Consistent and independent ability to analyse, evaluate and reflect on information from a range of sources
<b>Exceptional (80-89%)</b>	Consistent ability to analyse, evaluate and reflect on information from a range of sources
<b>Excellent (70-79%)</b>	Demonstrates an ability to analyse, evaluate and reflect on information from a range of sources most of the time
<b>Very Good (60-69%)</b>	Achieves with minimal support. Occasionally demonstrates ability to analyse, evaluate and reflect on information from selective sources
<b>Good* (50-59%)</b>	Requires moderate support to analyse, evaluate and reflect on information from selective sources
<b>Satisfactory* (40-49%)</b>	Requires significant support to analyse, evaluate and reflect on information from selective sources
<b>Fail (30-39%)</b>	Does not achieve despite feedback and support unable to analyse, evaluate and reflect on information from selective sources
<b>Fail (0-29%)</b>	Does not achieve despite significant feedback and support unable to analyse, evaluate and reflect on information from selective sources

\* Please check with the learners university to ensure that you are aware of their Pass/Fail threshold

9. Reasoning and Intervention		
	Half way	End of placement
	Please type one of the appropriate assessment bandings as per the criteria below box (eg. Very good)	
<b>Ability to reason appropriate interventions to the needs of the setting and/or person</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
<b>Ability to (safely) apply interventions appropriate to the needs of the setting and/or person</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
<b>Ability to monitor and review the ongoing effectiveness of interventions and modify if appropriate</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator

Assessment criteria	
<b>Outstanding (90-100%)</b>	Consistent and independent ability to safely reason and apply appropriate interventions in complex and routine situations. Able to evaluate their selection and application of interventions
<b>Exceptional (80-89%)</b>	Consistent ability to safely reason and apply appropriate interventions in complex and routine situations. Able to evaluate their selection and application of interventions
<b>Excellent (70-79%)</b>	Demonstrates an ability to safely reason and apply appropriate interventions in complex and routine situations. Able to evaluate their selection and application of interventions most of the time
<b>Very Good (60-69%)</b>	Requires minimal guidance to safely reason and apply appropriate interventions in routine situations. Occasionally able to evaluate selection and application of interventions
<b>Good* (50-59%)</b>	Requires moderate guidance to safely reason and apply appropriate interventions in routine situations.
<b>Satisfactory* (40-49%)</b>	Requires significant guidance to safely reason and apply appropriate interventions in routine situations.
<b>Fail (30-39%)</b>	Does not achieve despite feedback and support unable to safely reason and apply appropriate interventions in routine situations
<b>Fail (0-29%)</b>	Does not achieve despite significant feedback and support unable to safely reason and apply appropriate interventions in routine situations

\* Please check with the learners university to ensure that you are aware of their Pass/Fail threshold

<b>10. Recording Information</b>		
	<b>Half way</b>	<b>End of placement</b>
<b>Ability to identify and structure relevant information to record, demonstrating evidence of reasoning</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
<b>Considering its purpose, is able to appropriately select and use a wide range of approaches and formats to record information</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator
<b>Ability to modify the approach and/or technique to record information</b>	Learner self-evaluation	Learner self-evaluation
	Practice Educator	Practice Educator

<b>Assessment criteria</b>	
<b>Outstanding (90-100%)</b>	Consistently and independently demonstrates a range of approaches and techniques when gathering and recording information using pertinent resources
<b>Exceptional (80-89%)</b>	Consistently demonstrates a range of approaches and techniques when gathering and recording information using pertinent resources
<b>Excellent (70-79%)</b>	Demonstrates a range of approaches and techniques when gathering and recording information using pertinent resources most of the time
<b>Very Good (60-69%)</b>	Demonstrates specific approaches and techniques when gathering and recording information using some pertinent resources
<b>Good* (50-59%)</b>	Requires moderate support when gathering and recording information using some pertinent resources
<b>Satisfactory* (40-49%)</b>	Requires significant support when gathering and recording information using select resources
<b>Fail (30-39%)</b>	Does not achieve despite feedback and support when gathering and recording information using select resources
<b>Fail (0-29%)</b>	Does not achieve despite significant feedback and support when gathering and recording information using select resources

\* Please check with the learners university to ensure that you are aware of their Pass/Fail threshold

## Decision Making and Implementation Feedback

Half-way Feedback		
<b>7. Gathering and analysing information</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
<b>8. Evidence-based practice</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
<b>9. Reasoning and intervention</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
<b>10. Recording information</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
Half-way Action Plan		
End of Placement Feedback		
<b>7. Gathering and analysing information</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
<i>Mark/Grade boundary awarded*</i>		
<b>8. Evidence-based practice</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
<i>Mark/Grade boundary awarded*</i>		
<b>9. Reasoning and intervention</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
<i>Mark/Grade boundary awarded*</i>		
<b>10. Recording information</b>	<u>Learner</u>	<u>Practice Educator(s)</u>
<i>Mark/Grade boundary awarded*</i>		
	<b>Signed</b>	<b>Dated</b>

\*Please refer to page 5 for further details regarding awarding a grade boundary or specific %

## Feedback from Others

Throughout the course of the placement the learner will likely be working alongside others possibly including service users, members of the MDT and those in non-clinical roles. Feedback from such people is extremely valuable.

Although this part is not compulsory, we strongly encourage active use throughout the practice placement.

Please use the space below to provide feedback to the learner, this may be anonymous.

# Final Assessment Summary

To be completed by the Practice Educator following the End of Placement assessment.

Professional Behaviours and Responsibilities				
Learning Domains				
		Pass	Fail	% or grade boundary (see p5 for details)
Personal Development	1. Independent Learning			
	2. Seeking, reflecting on and responding to feedback			
	3. Organisation and prioritisation			
Interpersonal Skills	4. Communication			
	5. Working with others			
	6. Individuals, communities and populations			
Decision Making and Implementation	7. Gathering and analysing information			
	8. Evidence-based practice			
	9. Reasoning and intervention			
	10. Recording information			
<b>Overall Learning Domain Assessment</b>				<b>% or grade boundary</b>
<b>Hours of Placement Completed</b>				

Signed	Dated	Professional Role

## Record of Placement Hours

	Number of hours	Comments, Dates of absence, Reasons for absence (if appropriate)		Number of hours	Comments, Dates of absence, Reasons for absence (if appropriate)
Week 1			Week 9		
Week 2			Week 10		
Week 3			Week 11		
Week 4			Week 12		
Week 5			Week 13		
Week 6			Week 14		
Week 7			Week 15		
Week 8			Week 16		

<b>Total Hours completed =</b>		
	Signed	Dated
Practice Educator		
Learner		

## Appendices

- Appendix 1. Record of warnings given
- Appendix 2. Learning domains – full assessment rubric
- Appendix 3. Reflective practice templates
- Appendix 4. Additional SWOC Analysis



## Appendix 1. Record of warnings given

If the outcome is a FAIL of the placement, the University Link Tutor must be contacted to support the learner and the practice educator.

<b>REASON FOR WARNING</b>	<b>ACTION TAKEN</b>	<b>ACTION PLAN</b>	<b>NAME AND SIGNATURE</b>	<b>DATE</b>
			Practice Educator	
			Learner	
			Link Tutor	

## Appendix 2. Learning Domains-Full marking rubric

1. Independent Learning								
	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good* (50-59%)	Satisfactory* (40-49%)	Fail (30-39%)	Fail (0-29%)
<b>Ability to identify personal learning needs and engage in a personalised development plan</b>	Consistently and independently aware of own learning needs and uses appropriate strategies to further their professional development. Shows <b>initiative</b> in requesting help	Consistently aware of own learning needs and uses appropriate strategies to further their professional development. Shows <b>initiative</b> in requesting help.	Aware of own learning needs most of the time and uses appropriate strategies to further their professional development. <b>Usually shows initiative</b> in requesting help.	<b>Appropriately and proactively seeks support to either</b> identify own learning needs <b>or</b> develop strategies to further their professional development.	<b>Needs support to</b> identify own learning needs and develop strategies to further their professional development	<b>Needs support and significant prompting to</b> identify own learning needs and develop strategies to further their professional development	<b>Despite feedback and support, fails to</b> identify own learning needs. Dependent upon educator to plan for professional development	<b>Despite significant feedback and support fails to</b> identify and plan for professional development
<b>Ability to identify and use a variety of appropriate learning and development resource</b>	Consistently and independently identifies and utilises a <b>variety</b> of learning and development resources and opportunities demonstrating <b>critical awareness</b> and supported by <b>extensive reading</b>	Consistently identifies and utilises a <b>variety</b> of learning and development resources and opportunities demonstrating <b>critical awareness</b> and supported by <b>extensive reading</b>	<b>Appropriately and proactively seeks support to</b> identify and utilise a <b>variety</b> of learning and development resources and opportunities demonstrating critical awareness most of the time and supported by <b>extensive reading</b>	<b>Requires some support to identify</b> learning and development resources and opportunities and critical awareness <b>supported by selective reading</b>	<b>Needs support to</b> identify learning and development resources and opportunities <b>supported by selective reading</b>	<b>Needs support and significant prompting to</b> identify learning and development resources and opportunities	<b>Despite feedback and support, fails to</b> identify learning and development resources and opportunities	<b>Despite significant feedback and support fails to</b> identify learning and development resources and opportunities
<b>Ability to reflect on the learning process, resulting in suitable changes to practice</b>	Consistently and independently demonstrates reflective practice, resulting in suitable changes in their practice	Consistently demonstrates reflective practice, resulting in suitable changes in their practice	<b>Demonstrates</b> reflective practice most of the time resulting in suitable changes in their practice	<b>Usually</b> demonstrates reflective practice and evaluation of practice	<b>Recognises the value</b> of reflective practice but <b>needs guidance to</b> evaluate and alter practice	<b>Recognises the value</b> of reflective practice but <b>needs significant support to</b> evaluate and alter practice	<b>Despite feedback and support, fails to</b> reflect on practice	<b>Despite significant feedback and support, fails to</b> reflect on practice

\* Please check with the learners university to ensure that you are aware of their Pass/Fail threshold

2. Seeking, reflecting on and responding to feedback								
	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good* (50-59%)	Satisfactory* (40-49%)	Fail (30-39%)	Fail (0-29%)
<b>Ability to appropriately seek feedback</b>	<b>Consistently and independently</b> able to appropriately seek feedback, showing initiative when doing so	<b>Consistently</b> able to appropriately and proactively seek feedback <b>showing initiative</b> when doing so	<b>Appropriately and proactively</b> seeks feedback <b>most</b> of the time, <b>showing initiative</b> when doing so	<b>Appropriately</b> seeks feedback	<b>Needs moderate support</b> to seek feedback	<b>Needs support and significant prompting</b> to seek feedback	<b>Despite prompting, fails to</b> seek feedback	<b>Despite significant prompting fails to</b> seek feedback
<b>Ability to accept and reflect on feedback received</b>	<b>Consistently and independently</b> able to accept and reflect on feedback received	<b>Consistently</b> able to accept and reflect on feedback received	Accepts and <b>appropriately</b> reflects on feedback received <b>some</b> of the time	<b>Occasionally</b> demonstrates reflective practice, may require <b>minimal support</b> to accept and reflect on feedback received	<b>Needs moderate support</b> to accept and reflect on feedback received	<b>Needs significant support</b> to accept and reflect on feedback received	<b>Despite support, fails to</b> accept and reflect on feedback received	<b>Despite significant support fails to</b> reflect on feedback received
<b>Ability to modify personal and professional behaviour as needed in response to feedback received</b>	<b>Consistently and independently</b> demonstrates ability to modify personal and professional behaviour as needed in response to feedback received	<b>Consistently</b> demonstrates ability to modify personal and professional behaviour as needed in response to feedback received	<b>Demonstrates</b> an ability to modify personal and professional behaviour as needed in response to feedback received <b>some</b> of the time	<b>Occasionally</b> demonstrates an ability to modify personal and professional behaviour as needed in response to feedback received, may <b>require minimal prompting</b>	<b>Recognises value</b> of feedback but <b>needs support</b> to modify personal and professional behaviour	<b>Recognises value</b> of feedback but <b>needs significant support</b> to modify personal and professional behaviour	<b>Despite support fails to</b> modify personal or professional behaviour as needed in response to feedback received	<b>Despite significant support fails to</b> modify personal or professional behaviour in response to feedback

\* Please check with the learners university to ensure that you are aware of their Pass/Fail threshold

3. Organisation and Prioritisation								
	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good* (50-59%)	Satisfactory* (40-49%)	Fail (30-39%)	Fail (0-29%)
<b>Ability to plan, organise and prioritise workload using appropriate available resources</b>	<b>Consistently and independently</b> able to plan, organise and prioritise workload using appropriate resources to meet the demands of a <b>routine and/or complex situation</b>	<b>Consistently</b> able to plan, organise and prioritise workload using appropriate resources to meet the demands of a <b>routine and/or complex situation</b>	<b>Demonstrates</b> an ability to plan, organise and prioritise workload using appropriate resources to meet the demands of a <b>routine situation</b>	Requires <b>minimal support</b> when planning, organising and prioritising workload using appropriate resources to meet the demands of a <b>routine situation</b>	Requires <b>support</b> to plan, organise and prioritise workload using appropriate resources to meet the demands of a <b>routine situation</b>	<b>Needs support and significant prompting</b> to plan, organise and prioritise workload using appropriate resources to meet the demands of a <b>routine situation</b>	<b>Despite support and prompting, fails to plan,</b> organise and prioritise workload using appropriate resources	<b>Despite significant feedback and support fails to</b> plan, organise and prioritise workload using appropriate resources
<b>Ability to modify behaviour and actions in response to the demands of the situation, service and/or environment</b>	<b>Consistently and independently</b> able to modify personal behaviour & actions in response to feedback to meet the demands of a <b>routine and/or complex situation</b>	<b>Consistently</b> able to modify personal behaviour & actions in response to feedback to meet the demands of a <b>routine and/or complex situation</b>	<b>Demonstrates</b> an ability to modify personal behaviour & actions in response to feedback to meet the demands of a <b>routine situation</b>	Requires <b>minimal support</b> to modify personal behaviour & actions in response to feedback to meet the demands of a routine situation	Requires <b>moderate support</b> to modify personal behaviour & actions in response to feedback to meet the demands of a routine situation	Requires <b>significant support</b> to modify personal behaviour & actions in response to feedback to meet the demands of a routine situation	<b>Despite support, fails to modify</b> personal behaviour & actions in response to feedback to meet the demands of a routine situation	<b>Despite significant support fails to</b> modify personal behaviour & actions in response to feedback to meet the demands of a routine situation
<b>Ability to acknowledge and evaluate the impact of their actions on themselves and others</b>	<b>Consistently and independently</b> able to acknowledge and evaluate the impact of their actions on themselves and the others	<b>Consistently demonstrates an ability to</b> acknowledge and evaluate the impact of their actions on themselves and others	<b>Proactively seeks</b> to acknowledge and evaluate the impact of their actions on themselves and others	Requires <b>minimal support</b> to acknowledge and evaluate the impact of their actions on themselves and others	<b>Needs support</b> to acknowledge and evaluate the impact of their actions on themselves and others	<b>Requires significant support</b> to evaluate the impact of their actions on themselves and others	<b>Despite support fails to evaluate</b> the impact of their actions on themselves and others	<b>Despite significant support fails to</b> demonstrate the ability to evaluate the impact of their actions on themselves and others

\* Please check with the learners university to ensure that you are aware of their Pass/Fail threshold

4. Communication								
	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good* (50-59%)	Satisfactory* (40-49%)	Fail (30-39%)	Fail (0-29%)
<b>Ability to effectively use a wide range of appropriate communication skills (verbal, non-verbal, written and listening) to both share and receive information</b>	<b>Consistently and independently</b> able to effectively use a wide range of communication skills to both share and receive information	<b>Consistently</b> able to effectively use a wide range of communication skills to both share and receive information	<b>Able</b> to effectively use a wide range of communication skills to both share and receive information most of the time	Requires <b>minimal support</b> effectively use a wide range of communication skills to both share and receive information	Needs <b>moderate support</b> to effectively use a wide range of communication skills to both share and receive information	<b>Needs support and significant prompting</b> to effectively use a wide range of communication skills to both share and receive information	<b>Despite support and prompting, fails to</b> effectively use a wide range of communication skills to both share and receive information	<b>Despite significant feedback &amp; support</b> fails to effectively use a wide range of communication skills to both share and receive information
<b>Ability to modify communication styles to meet the needs of different people</b>	<b>Consistently and independently</b> able to adapt communication styles to meet the different needs of people	<b>Consistently</b> able to adapt communication styles to meet the different needs of people	<b>Able</b> to adapt communication styles to meet the different needs of people most of the time	<b>Occasionally able</b> to adapt communication styles to meet the different needs of people, <b>requiring minimal support</b>	Requires <b>moderate support</b> to adapt communication styles to meet the different needs of people	Requires <b>significant support</b> to adapt communication styles to meet the different needs of people	<b>Despite support, fails to</b> adapt communication styles to meet the different needs of people	<b>Despite significant support</b> fails to adapt communication styles to meet the different needs of people
<b>Ability to professionally engage with digital information and technology as appropriate</b>	<b>Consistently and independently</b> able to professionally engage with digital information and technology as appropriate	<b>Consistently</b> demonstrates an ability to professionally engage with digital information and technology as appropriate	<b>Demonstrates</b> an ability to professionally engage with digital information and technology as appropriate most of the time	Requires <b>occasional support</b> to professionally engage with digital information and technology as appropriate	Requires <b>moderate support</b> to be able to professionally engage with digital information and technology as appropriate	Requires <b>significant support</b> to be able to professionally engage with digital information and technology as appropriate	<b>Despite support</b> fails to professionally engage with digital information and technology as appropriate	<b>Despite significant support</b> fails to professionally engage with digital information and technology as appropriate

\* Please check with the learners university to ensure that you are aware of their Pass/Fail threshold

5. Working with Others								
	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good* (50-59%)	Satisfactory* (40-49%)	Fail (30-39%)	Fail (0-29%)
<b>Ability to understand and respect the role and scope of themselves and others</b>	<b>Consistently and independently</b> able to analyse the role and scope of Physiotherapy specific to the placement area using initiative and reflective practice to do so	<b>Consistently</b> able to analyse the role and scope of Physiotherapy specific to the placement setting using initiative and reflective practice to do so most of the time	<b>Demonstrates</b> an ability to analyse the role and scope of Physiotherapy specific to the placement setting using initiative and reflective practice to do so some of the time	Requires <b>minimal guidance</b> when analysing the role and scope of Physiotherapy specific to the placement area	Requires <b>support</b> when analysing the role and scope of Physiotherapy specific to the placement area	<b>Needs support and significant prompting</b> when analysing the role and scope of Physiotherapy specific to the placement area	<b>Despite support and prompting, fails to</b> analyse the role and scope of Physiotherapy specific to the placement area	<b>Despite significant feedback and support fails to</b> analyse the role and scope of Physiotherapy specific to the placement area
<b>Ability to build effective and collaborative relationships, engaging with others and working as a team</b>	<b>Consistently and independently</b> able to build effective and collaborative relationships, engaging with others and working as a team	<b>Consistently</b> able to build effective and collaborative relationships, engaging with others and working as a team	<b>Demonstrates</b> an ability to build effective and collaborative relationships, engaging with others and working as a team	Requires <b>minimal guidance</b> when building effective and collaborative relationships, engaging with others and working as a team	Requires <b>guidance</b> to build effective and collaborative relationships, engaging with others and working as a team	Requires <b>significant guidance</b> to build effective and collaborative relationships, engaging with others and working as a team	<b>Despite support, fails to</b> build effective and collaborative relationships, engaging with others and working as a team	<b>Despite significant support fails to</b> build effective and collaborative relationships, engaging with others and working as a team
<b>Ability to identify and apply leadership skills into the practice environment</b>	<b>Consistently and independently</b> uses initiative to apply leadership skills into the practice environment	<b>Consistently</b> applies leadership skills into the practice environment	<b>Demonstrates</b> an ability to apply leadership skills into the practice environment	Requires <b>minimal guidance</b> when applying leadership skills into the practice environment.	Requires <b>guidance</b> when applying leadership skills into the practice environment	Requires <b>significant guidance</b> when applying leadership skills into the practice environment	<b>Despite support fails to</b> apply leadership skills into the practice environment	<b>Despite significant support fails to</b> demonstrate an ability to apply leadership skills into the practice environment

\* Please check with the learners university to ensure that you are aware of their Pass/Fail threshold

6. Individuals, communities and populations								
	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good* (50-59%)	Satisfactory* (40-49%)	Fail (30-39%)	Fail (0-29%)
<b>Ability to demonstrate an awareness of the wider determinants of population health</b>	<b>Consistently and independently</b> able to demonstrate an awareness of the wider determinants of population health within the placement setting, promoting wellbeing and preventing ill health of people and their communities	<b>Consistently</b> able to demonstrate an awareness of the wider determinants of population within the placement setting, promoting wellbeing and preventing ill health of people and their communities	<b>Demonstrates</b> an awareness of the wider determinants of population health within the placement setting, promoting wellbeing and preventing ill health of people and their communities most of the time	Requires <b>minimal support</b> to demonstrate an awareness of the wider determinants of population health within the placement setting, promoting wellbeing and preventing ill health of people and their communities some of the time	Requires <b>moderate support to demonstrate</b> an awareness of some determinants of population health within the placement setting, promoting wellbeing and preventing ill health of people and their communities some of the time	Requires <b>significant support to demonstrate</b> an awareness of some determinants of population health within the placement setting, promoting wellbeing and preventing ill health of people and their communities some of the time	<b>Despite support and prompting, fails to</b> demonstrate an awareness of some determinants of population health within the placement setting	<b>Despite significant support and prompting, fails to</b> demonstrate an awareness of some determinants of population health within the placement setting
<b>Ability to identify and understand the impact of health inequalities within the placement setting</b>	<b>Consistently and independently</b> able to identify and understand the impact of health inequalities within the placement setting	<b>Consistently</b> able to identify and understand the impact of health inequalities within the placement setting	<b>Demonstrates</b> an ability to identify and understand the impact of health inequalities within the placement setting most of the time	Requires <b>minimal support to demonstrate</b> an ability to identify and understand the impact of health inequalities within the placement setting some of the time	Requires <b>moderate support to demonstrate</b> an ability to identify and understand the impact of health inequalities within the placement setting	Requires <b>significant support to demonstrate</b> to identify and/or understand the impact of health inequalities within the placement setting	<b>Despite support and prompting, fails to</b> identify and understand the impact of health inequalities within the placement setting	<b>Despite significant support and prompting, fails to</b> identify and understand the impact of health inequalities within the placement setting

\* Please check with the learners university to ensure that you are aware of their Pass/Fail threshold



<p><b>Ability to promote a sense of inclusion and belonging, demonstrating anti-discriminatory behaviour and acting as an advocate for others</b></p>	<p><b>Consistently and independently</b> able to promote a sense of inclusion and belonging, demonstrating anti-discriminatory behaviour and acting as an advocate for others</p>	<p><b>Consistently</b> able to promote a sense of inclusion and belonging, demonstrating anti-discriminatory behaviour and acting as an advocate for others</p>	<p><b>Demonstrates</b> an ability to promote a sense of inclusion and belonging, demonstrating anti-discriminatory behaviour and acting as an advocate for others most of the time</p>	<p>Requires <b>minimal support</b> to demonstrate an ability to promote a sense of inclusion and belonging, demonstrating anti-discriminatory behaviour and acting as an advocate for others</p>	<p>Requires <b>moderate support</b> to demonstrate an ability to promote a sense of inclusion and belonging, demonstrating anti-discriminatory behaviour and acting as an advocate for others</p>	<p>Requires <b>significant support</b> to demonstrate an ability to promote a sense of inclusion and belonging, demonstrating anti-discriminatory behaviour and acting as an advocate for others</p>	<p><b>Despite support and prompting, fails</b> to promote a sense of inclusion and belonging, demonstrating anti-discriminatory behaviour and acting as an advocate for others</p>	<p><b>Despite significant support and prompting, fails</b> to promote a sense of inclusion and belonging, demonstrating anti-discriminatory behaviour and acting as an advocate for others</p>
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7. Gathering and analysing information								
	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good* (50-59%)	Satisfactory* (40-49%)	Fail (30-39%)	Fail (0-29%)
<b>Ability to extract relevant information from a range of sources</b>	<b>Consistently and independently</b> able to extract relevant information from a <b>range of sources</b>	<b>Consistently</b> able to process and extract relevant information from a <b>range of sources</b>	<b>Demonstrates</b> an ability to extract relevant information from a <b>range of sources</b>	<b>With minimal support</b> is able to extract relevant information from <b>selective sources</b>	Requires <b>moderate support</b> to extract relevant information from <b>selective sources</b>	Requires <b>support and significant prompting</b> to extract relevant information from <b>selective sources</b>	<b>Despite support and prompting, fails to</b> extract relevant information from <b>selective sources</b>	<b>Despite significant support and prompting, fails to</b> extract relevant information from <b>selective sources</b>
<b>Ability to analyse gathered information, drawing reasoned conclusions to identify key issues</b>	<b>Consistently and independently</b> able to analyse gathered information, drawing reasoned conclusions to identify key issues	<b>Consistently</b> able to analyse gathered information, drawing reasoned conclusions to identify key issues	<b>Demonstrates</b> an ability to analyse gathered information, drawing reasoned conclusions to identify key issues	<b>With minimal support</b> is able to analyse gathered information, drawing reasoned conclusions to identify key issues	Requires <b>support</b> to analyse gathered information, drawing reasoned conclusions to identify key issues	Requires <b>significant support</b> to analyse gathered information, drawing reasoned conclusions to identify key issues	<b>Despite support fails to</b> be able to analyse gathered information, drawing reasoned conclusions to identify key issues	<b>Despite significant support fails to</b> be able to analyse gathered information, drawing reasoned conclusions to identify key issues
<b>Ability to develop goals and/or objectives to address identified issues</b>	<b>Consistently and independently</b> able to develop goals <b>and/or</b> objectives to address identified issues	<b>Consistently</b> develops goals <b>and/or</b> objectives to address identified issues	<b>Demonstrates</b> an ability to develop goals <b>and/or</b> objectives to address identified issues	<b>With minimal support</b> develops goals <b>and/or</b> objectives to address identified issues	Requires <b>support</b> to develop goals <b>and/or</b> objectives to address identified issues	Requires <b>significant support</b> to develop goals <b>and/or</b> objectives to address identified issues	<b>Despite support fails to</b> develop goals <b>and/or</b> objectives to address identified issues	<b>Despite significant support fails to</b> develop goals <b>and/or</b> objectives to address identified issues

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8. Evidence-based practice								
	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good* (50-59%)	Satisfactory* (40-49%)	Fail (30-39%)	Fail (0-29%)
<b>Ability to source research / evidence to inform effective physiotherapy practice</b>	<b>Consistently and independently</b> able to source appropriate research/evidence to inform effective physiotherapy practice <b>from a range of sources</b>	<b>Consistently</b> able to source appropriate research/evidence to inform effective physiotherapy practice from a <b>range of sources</b>	<b>Demonstrates</b> an ability to source appropriate research/evidence to inform effective physiotherapy practice most of the time from a <b>range of sources</b>	<b>Requires minimal support to demonstrate</b> an ability to source appropriate research/evidence to inform effective physiotherapy practice from <b>selective sources</b>	<b>Requires moderate support to demonstrate</b> an ability to source appropriate research/evidence to inform effective physiotherapy practice from <b>selective sources</b>	<b>Requires significant and prompting to demonstrate</b> an ability to source appropriate research/evidence to inform effective physiotherapy practice from <b>selective sources</b>	<b>Despite support and prompting, fails to</b> source appropriate research/evidence to inform effective physiotherapy practice	<b>Despite significant support and prompting, fails to</b> source appropriate research/evidence to inform effective physiotherapy practice
<b>Ability to evaluate and apply research/evidence in practice</b>	<b>Consistently and independently</b> able to evaluate and apply research/evidence in practice	<b>Consistently</b> able to evaluate and apply research/evidence in practice	<b>Demonstrates</b> an ability to evaluate and apply research/evidence in practice most of the time	Requires <b>minimal support to demonstrate</b> an ability to evaluate and apply selective research/evidence in practice	Requires <b>moderate support to demonstrate</b> an ability to evaluate and apply selective research/evidence in practice	Requires <b>significant support to demonstrate</b> an ability to evaluate and apply selective research/evidence in practice	<b>Despite support fails to demonstrate</b> an ability to evaluate and apply selective research/evidence in practice	<b>Despite significant support fails to demonstrate</b> an ability to evaluate and apply selective research/evidence in practice
<b>Ability to reflect on the application of evidence-based practice</b>	<b>Consistently and independently</b> able to reflect on their application of evidence-based practice	<b>Consistently</b> able to reflect on their application of evidence-based practice	Demonstrates an ability to reflect on their application of evidence-based practice	Requires <b>minimal support</b> to reflect on their application of evidence-based practice	<b>Needs support</b> to reflect on their application of evidence-based practice	Requires <b>significant support</b> to reflect on their application of evidence-based practice	<b>Despite support fails to</b> reflect on their application of evidence-based practice	<b>Despite significant support fails to</b> reflect on their application of evidence based practice

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9. Reasoning and Intervention								
	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good* (50-59%)	Satisfactory* (40-49%)	Fail (30-39%)	Fail (0-29%)
<b>Ability to reason appropriate interventions to the needs of the setting and/or person</b>	<b>Consistently and independently</b> able to choose relevant interventions appropriate to the needs of the setting and/or person in <b>complex and/or routine situations</b>	<b>Consistently</b> able to choose relevant interventions appropriate to the needs of the setting and/or person in <b>complex and/or routine situations</b>	<b>Demonstrates</b> an ability to choose relevant interventions appropriate to the needs of the setting and/or person in <b>complex and/or routine situations</b>	Requires <b>minimal guidance</b> to choose relevant interventions appropriate to the needs of the setting and/or person in <b>routine situations</b>	<b>Requires moderate support</b> to choose relevant interventions appropriate to the needs of the setting and/or person in <b>routine situations</b>	Requires <b>significant support</b> to choose relevant interventions appropriate to the needs of the setting and/or person in <b>routine situations</b>	<b>Despite support and prompting, fails to</b> choose relevant interventions appropriate to the needs of the setting and/or person in routine situations	<b>Despite significant support and prompting, fails to</b> choose relevant interventions appropriate to the needs of the setting and/or person in routine situations
<b>Ability to (safely) apply interventions appropriate to the needs of the setting and/or person</b>	<b>Consistently and independently</b> able to safely apply relevant interventions appropriate to the needs of the setting and/or person in <b>complex and/or routine situations</b>	<b>Consistently</b> able to safely apply relevant interventions appropriate to the needs of the setting and/or person in <b>complex and/or routine situations</b>	<b>Demonstrates</b> an ability to safely apply relevant interventions appropriate to the needs of the setting and/or person in <b>complex and/or routine situations</b>	Requires <b>minimal support</b> to safely apply relevant interventions appropriate to the needs of the setting and/or person in <b>routine situations</b>	<b>Requires moderate support</b> to safely apply relevant interventions appropriate to the needs of the setting and/or person in <b>routine situations</b>	<b>Requires significant support</b> to safely apply relevant interventions appropriate to the needs of the setting and/or person in <b>routine situations</b>	<b>Despite significant support fails to</b> safely apply relevant interventions appropriate to the needs of the setting and/or person in routine situations	<b>Despite significant support fails to</b> safely apply relevant interventions appropriate to the needs of the setting and/or person in routine situations
<b>Ability to monitor and review the ongoing effectiveness of interventions and modify if appropriate</b>	<b>Consistently and independently</b> able to monitor and review the ongoing effectiveness of interventions and modify if appropriate	<b>Consistently</b> able to monitor and review the ongoing effectiveness of interventions and modify if appropriate	<b>Demonstrates</b> an ability to monitor and review the ongoing effectiveness of interventions and modify if appropriate	Requires <b>minimal support</b> to monitor and review the ongoing effectiveness of interventions and modify if appropriate	<b>Requires support</b> to monitor and review the ongoing effectiveness of interventions and modify if appropriate	<b>Requires significant support</b> to monitor and review the ongoing effectiveness of interventions and modify if appropriate	<b>Despite support, fails to</b> monitor and review the ongoing effectiveness of interventions and modify if appropriate	<b>Despite significant support, fails to</b> monitor and review the ongoing effectiveness of interventions and modify if appropriate

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10. Recording Information								
	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good* (50-59%)	Satisfactory* (40-49%)	Fail (30-39%)	Fail (0-29%)
<b>Ability to identify and structure relevant information to record, demonstrating evidence of reasoning</b>	<b>i Consistently and independently</b> able to demonstrate an ability to identify and structure relevant information to record, demonstrating evidence of reasoning	<b>Consistently</b> demonstrates an ability to identify and structure relevant information to record, demonstrating evidence of reasoning	Demonstrates an ability to identify and structure relevant information to record, demonstrating evidence of reasoning most of the time	Requires <b>minimal support</b> to identify and structure relevant information to record, demonstrating evidence of reasoning some of the time	Requires <b>moderate support</b> to identify and structure relevant information to record, demonstrating evidence of reasoning	Requires <b>significant support</b> to identify and structure relevant information to record, demonstrating evidence of reasoning	<b>Despite support and prompting,</b> fails to identify and structure relevant information to record, demonstrating evidence of reasoning	<b>Despite significant feedback and support fails</b> to identify and structure relevant information to record, demonstrating evidence of reasoning
<b>Considering its purpose, is able to appropriately select and use a wide range of approaches and formats to record information</b>	<b>Consistently and independently</b> able to appropriately select and use a wide range of approaches and formats to record information	<b>Consistently</b> able to appropriately select and use a wide range of approaches and formats to record information	Demonstrates an ability to appropriately select and use a wide range of approaches and formats to record information most of the time	Requires <b>minimal support</b> to appropriately select and use a wide range of approaches and formats to record information	Requires <b>moderate support</b> to appropriately select and use a wide range of approaches and formats to record information	Requires <b>significant support</b> to appropriately select and use a wide range of approaches and formats to record information	<b>Despite support,</b> fails to appropriately select and use a wide range of approaches and formats to record information	<b>Despite significant support,</b> fails to appropriately select and use a wide range of approaches and formats to record information
<b>Ability to modify the approach and/or technique to record information</b>	<b>Consistently and independently</b> able to reflect on and modify their approach and/or technique when recording information	<b>Consistent</b> ability to reflect on and modify their approach and/or technique when recording information	<b>Demonstrates</b> an ability to reflect on and modify their approach and/or technique when recording information most of the time	Requires <b>minimal support</b> to reflect on and modify their approach and/or technique when recording information	Requires <b>moderate support</b> to reflect on and modify their approach and/or technique when recording information	Requires <b>significant support</b> to reflect on and modify their approach and/or technique when recording information	<b>Despite support</b> fails to reflect on and modify their approach and/or technique when recording information	<b>Despite significant support</b> fails to reflect on and modify their approach and/or technique when recording information

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## Appendix 3. Reflective Practice Templates

This section includes two templates to support you reflecting on your practice whilst on placement. Reflection may take different forms and there are no right or wrong ways to do it. You may choose to write them down using the templates attached, record them on your phone or speak them out loud. What is important is that you engage in reflective practice, asking yourself the questions highlighted amongst others. This adds layers to your learning, deepens your understanding and can support your achievement within the learning domains.

The CSP ePortfolio is an online digital portfolio of your work, reflections and achievement. It contains lots of different Continual Professional Development (CPD) templates and allows you to share content with others, including your practice educator(s). This tool is available to members of the CSP. Please [visit the CSP ePortfolio pages](#) of the web site to find out more.

Learning from doing<sup>1</sup>

<b>Describe briefly a recent significant experience in your professional life</b>	
<b>What did you do...</b>	<b>and why?</b>
<b>What went well?...</b>	<b>and what could have been better?</b>
<b>What would you do differently, if anything, if faced with a similar situation again?</b>	<b>How did you feel during the experience?</b>
<b>Describe what you learnt from this experience (learning outcomes)</b>	
<b>What is your action plan from this incident</b>	
<b>Date:</b>	
<b>Review Date:</b>	
<b>I can use this evidence for: appraisal / HCPC CPD / KSF / other*</b> (*Delete/indicate as appropriate)	

<sup>1</sup> Prompts based on Kolb DA (1984) *Experiential learning: experience as the source of learning and development*. Upper Saddle River, NJ; Prentice-Hall

**What? So what? Now what?<sup>2</sup>**

**What?** (This is the description & self-awareness level. All questions start with the word what e.g. What happened? What did I do? What was I trying to achieve? What was good/bad about the situation?)

**So what?** (This is the level of analysis and evaluation. All questions start with the phrase so what? e.g. So what is the importance of this? So what more do I need to know about this? So what have I learnt about this?)

**Now what?** (This is the level of synthesis. All questions start with the phrase now what? e.g. now what could/should I do? Now what do I need to do? Now what might be the consequences of this action?)

**Date:**

**Review Date:**

**I can use this evidence for: appraisal / HCPC CPD / KSF / other\***  
(\*Delete/indicate as appropriate)

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<sup>2</sup> Borton T (1970) *Reach, touch and teach: student concerns and process education*. New York: McGraw Hill



## Appendix 4. Additional SWOC Analysis

<p><b><u>Strengths</u></b></p> <p>What do you do well? What do others see as your strengths?</p>	<p><b><u>Weaknesses</u></b></p> <p>What could you improve? What are you less confident about?</p>
<p><b><u>Opportunities</u></b></p> <p>What opportunities are available to you? How can you turn your strengths into opportunities?</p>	<p><b><u>Challenges</u></b></p> <p>What challenges or hurdles may you meet along the way?</p>
<p><b>Date:</b></p>	