

# Common Placement Assessment Form

(Level 4/SCQF Level 8)

## 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

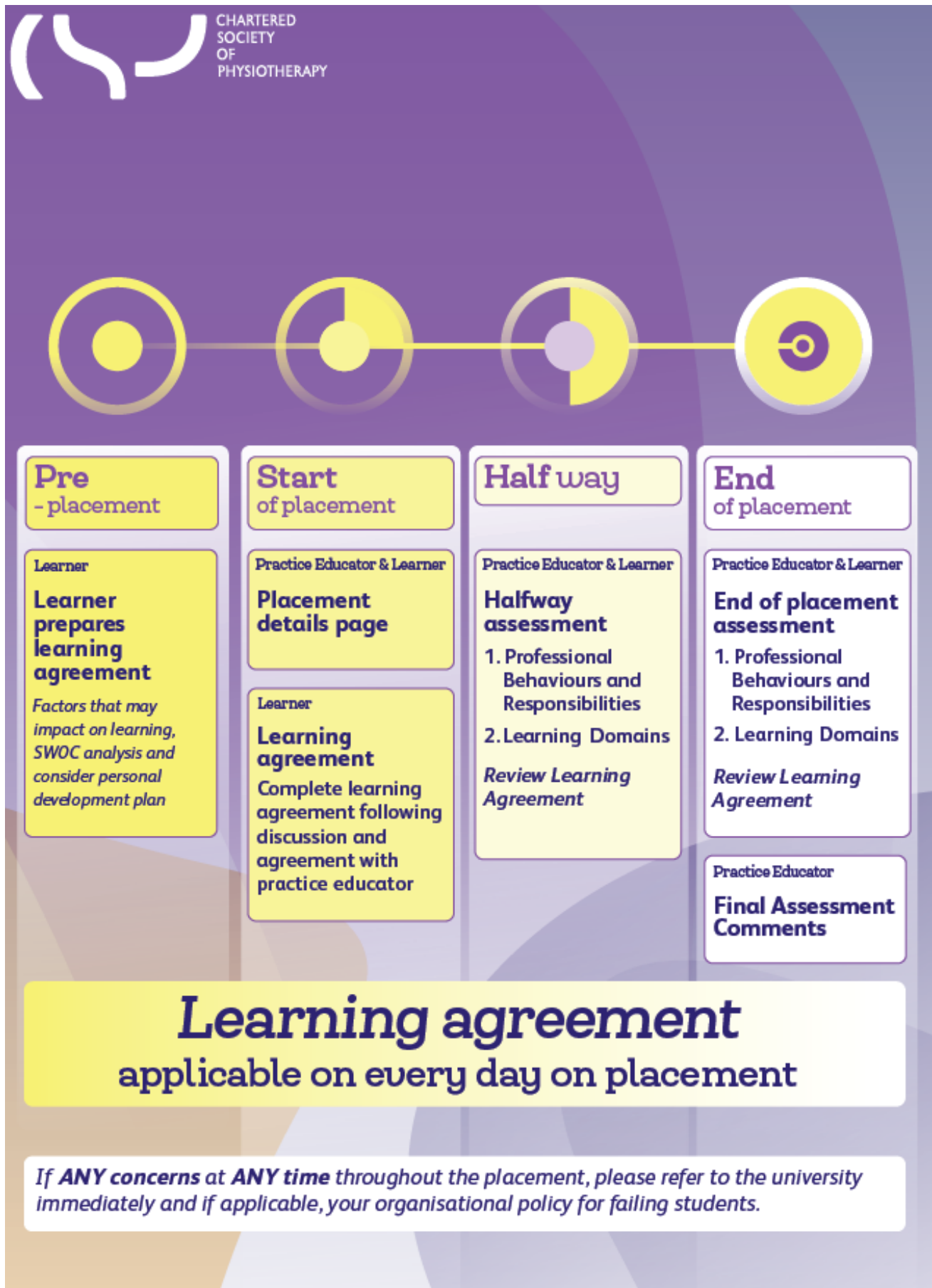
PASS

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 learning 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 1 <sup>st</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>	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
<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 Specific, Measurable, Achievable, Realistic 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>

# 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 learners 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>		
<b>The learner;</b>	<b>Please Select</b>	<b>Comments</b>
<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		
<p><b>Action Plan</b></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 (to be completed at the final assessment)</b>		
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 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.*

1. Independent Learning		
	Half way	End of placement
	Please type one of the appropriate assessment bandings as per the criteria box below (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

Assessment criteria	
<b>Outstanding (90-100%)</b>	Consistently achieves without support
<b>Exceptional (80-89%)</b>	Achieves most of the time without support
<b>Excellent (70-79%)</b>	Appropriately and proactively seeks support to achieve
<b>Very Good (60-69%)</b>	Appropriately seeks support to achieve
<b>Good* (50-59%)</b>	Requires support to achieve
<b>Satisfactory* (40-49%)</b>	Requires significant support to achieve
<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 box below (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>	Consistently achieves without support
<b>Exceptional (80-89%)</b>	Achieves most of the time without support
<b>Excellent (70-79%)</b>	Appropriately and proactively seeks support to achieve
<b>Very Good (60-69%)</b>	Appropriately seeks support to achieve
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\* Please check with the learners university to ensure that you are aware of their Pass/Fail threshold

3. Organisation and prioritisation		
	Half way	End of placement
	Please type one of the appropriate assessment bandings as per the criteria box below (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

Assessment criteria	
<b>Outstanding (90-100%)</b>	Consistently achieves without support
<b>Exceptional (80-89%)</b>	Achieves most of the time without support
<b>Excellent (70-79%)</b>	Appropriately and proactively seeks support to achieve
<b>Very Good (60-69%)</b>	Appropriately seeks support to achieve
<b>Good* (50-59%)</b>	Requires support to achieve
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<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

## Personal Development Feedback

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

4. Communication		
	<b>Half way</b>	<b>End of placement</b>
	Please type one of the appropriate assessment bandings as per the criteria box below (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

Assessment criteria	
<b>Outstanding (90-100%)</b>	Consistently achieves without support
<b>Exceptional (80-89%)</b>	Achieves most of the time without support
<b>Excellent (70-79%)</b>	Appropriately and proactively seeks support to achieve
<b>Very Good (60-69%)</b>	Appropriately seeks support to achieve
<b>Good* (50-59%)</b>	Requires support to achieve
<b>Satisfactory* (40-49%)</b>	Requires significant support to achieve
<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

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

Assessment criteria	
Outstanding (90-100%)	Consistently achieves without support
Exceptional (80-89%)	Achieves most of the time without support
Excellent (70-79%)	Appropriately and proactively seeks support to achieve
Very Good (60-69%)	Appropriately seeks support to achieve
Good* (50-59%)	Requires support to achieve
Satisfactory* (40-49%)	Requires significant support to achieve
Fail (30-39%)	Does not achieve despite feedback and support
Fail (0-29%)	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

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

Assessment criteria	
Outstanding (90-100%)	Consistently achieves without support
Exceptional (80-89%)	Achieves most of the time without support
Excellent (70-79%)	Appropriately and proactively seeks support to achieve
Very Good (60-69%)	Appropriately seeks support to achieve
Good* (50-59%)	Requires support to achieve
Satisfactory* (40-49%)	Requires significant support to achieve
Fail (30-39%)	Does not achieve despite feedback and support
Fail (0-29%)	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

## Interpersonal Skills Feedback

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

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

Assessment criteria	
<b>Outstanding (90-100%)</b>	Consistently achieves without support
<b>Exceptional (80-89%)</b>	Achieves most of the time without support
<b>Excellent (70-79%)</b>	Appropriately and proactively seeks support to achieve
<b>Very Good (60-69%)</b>	Appropriately seeks support to achieve
<b>Good* (50-59%)</b>	Requires support to achieve
<b>Satisfactory* (40-49%)</b>	Requires significant support to achieve
<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

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

Assessment criteria	
Outstanding (90-100%)	Consistently achieves without support
Exceptional (80-89%)	Achieves most of the time without support
Excellent (70-79%)	Appropriately and proactively seeks support to achieve
Very Good (60-69%)	Appropriately seeks support to achieve
Good* (50-59%)	Requires support to achieve
Satisfactory* (40-49%)	Requires significant support to achieve
Fail (30-39%)	Does not achieve despite feedback and support
Fail (0-29%)	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

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

Assessment criteria	
Outstanding (90-100%)	Consistently achieves without support
Exceptional (80-89%)	Achieves most of the time without support
Excellent (70-79%)	Appropriately and proactively seeks support to achieve
Very Good (60-69%)	Appropriately seeks support to achieve
Good* (50-59%)	Requires support to achieve
Satisfactory* (40-49%)	Requires significant support to achieve
Fail (30-39%)	Does not achieve despite feedback and support
Fail (0-29%)	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

10. Recording Information		
	Half way	End of placement
	Please type one of the appropriate assessment bandings as per the criteria box below (eg. Very good)	
<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

Assessment criteria	
<b>Outstanding (90-100%)</b>	Consistently achieves without support
<b>Exceptional (80-89%)</b>	Achieves most of the time without support
<b>Excellent (70-79%)</b>	Appropriately and proactively seeks support to achieve
<b>Very Good (60-69%)</b>	Appropriately seeks support to achieve
<b>Good* (50-59%)</b>	Requires support to achieve
<b>Satisfactory* (40-49%)</b>	Requires significant support to achieve
<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

## Decision Making and Implementation Feedback

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

## 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			
Overall Learning Domain Assessment				% or grade boundary
Hours of Placement Completed				

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.

REASON FOR WARNING	ACTION TAKEN	ACTION PLAN	NAME AND SIGNATURE	DATE
			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>	<b>Consistently</b> aware of own learning needs and <b>without support</b> uses appropriate strategies to further their professional development	<b>Demonstrates awareness</b> of own learning needs most of the time and <b>without support</b> uses appropriate strategies to further their professional development	<b>Appropriately and proactively seeks support</b> to identify own learning needs and develop strategies to further their professional development	<b>Appropriately seeks support</b> to identify own learning needs <b>or</b> develop strategies to further their professional development	<b>Requires support</b> to identify own learning needs <b>or</b> develop strategies to further their professional development	<b>Requires significant support</b> to identify own learning needs <b>or</b> 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, fails to</b> identify and plan for professional development. Dependent upon educator to plan for professional development
<b>Ability to identify and use a variety of appropriate learning and development resource</b>	<b>Consistently</b> identifies and utilises a range of learning and development resources and opportunities <b>without support</b>	<b>Demonstrates an ability</b> to identify and utilise a <b>range</b> of learning and development resources and opportunities most of the time <b>without support</b>	<b>Appropriately and proactively seeks support</b> to identify and utilise a <b>range</b> of learning and development resources and opportunities	<b>Appropriately seeks support</b> to identify and utilise a <b>range</b> of learning and development resources and opportunities	<b>Requires support</b> to identify learning or development resources and opportunities	<b>Requires significant support</b> to 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>	<b>Consistently demonstrates</b> reflection <b>without support</b> resulting in suitable changes in practice	<b>Demonstrates an ability</b> to reflect resulting in suitable changes in their practice most of the time <b>without support</b>	<b>Appropriately and proactively seeks support when</b> reflecting to ensure suitable changes in their practice	<b>Appropriately seeks support when</b> reflecting to ensure suitable changes in their practice	<b>Recognises value</b> of reflective practice but <b>requires support</b> to evaluate and alter practice	<b>Recognises value</b> of reflective practice but <b>requires significant support</b> to evaluate and alter practice	<b>Despite feedback and support, fails to</b> reflect on practice and <b>does not</b> recognise its value	<b>Despite significant feedback and support, fails to</b> reflect on practice and <b>does not</b> recognise its value

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>	Consistently able to appropriately seek feedback <b>without support</b>	Demonstrates an <b>ability</b> to appropriately seek feedback most of the time <b>without support</b>	Appropriately and <b>proactively</b> seeks feedback	Appropriately seeks feedback	Requires <b>prompting</b> to seek feedback	Requires <b>significant prompting</b> to seek feedback	Despite <b>prompting, feedback and support</b> fails to achieve	Despite <b>significant prompting and feedback and support</b> fails to achieve
<b>Ability to accept and reflect on feedback received</b>	Consistently able to accept and reflect on feedback received <b>without support</b>	Demonstrates an <b>ability</b> to accept and reflect on feedback received most of the time <b>without support</b>	Accepts and <b>appropriately</b> reflects on feedback received	Requires <b>minimal support</b> to accept and reflect on feedback received	Requires <b>moderate support</b> to accept and reflect on feedback received	Requires <b>significant support</b> to accept and reflect on feedback received	Despite <b>feedback and support, fails to</b> accept and reflect on feedback received	Despite <b>significant support fails</b> to reflect on feedback received
<b>Ability to modify personal and professional behaviour as needed in response to feedback received</b>	Consistently demonstrates the ability to modify personal and professional behaviour as needed in response to feedback received <b>without support</b>	Demonstrates the ability to modify personal and professional behaviour as needed in response to feedback received most of the time <b>without support</b>	Demonstrates the ability to modify personal <b>or</b> professional behaviour as needed in response to feedback received	Requires <b>minimal support</b> to modify personal <b>or</b> professional behaviour as needed in response to feedback received	Recognises value of feedback but requires <b>support</b> to modify personal <b>or</b> professional behaviour	Recognises value of feedback but <b>requires significant support</b> to modify personal <b>or</b> professional behaviour	Despite <b>feedback and support fails to</b> modify personal <b>or</b> professional behaviour as needed in response to feedback received	Despite <b>significant feedback and support fails</b> to modify personal <b>or</b> professional behaviour as needed in response to feedback received

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</b> able to plan, organise and prioritise workload using appropriate resources <b>without support</b>	<b>Demonstrates</b> an ability to plan, organise and prioritise workload most of the time using appropriate resources <b>without support</b>	<b>Appropriately and proactively seeks support</b> to plan, organise and prioritise workload using appropriate resources	<b>Appropriately seeks support</b> to plan, organise and prioritise workload using appropriate resources	<b>Requires support</b> to plan, organise and prioritise workload using appropriate resources	<b>Requires support and significant prompting</b> to plan, organise and prioritise workload using appropriate resources	<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</b> able to modify personal behaviour & actions in response to feedback to meet the demands of a situation <b>without support</b>	<b>Demonstrates</b> an ability to modify personal behaviour & actions in response to feedback to meet the demands of a situation most of the time <b>without support</b>	<b>Appropriately and proactively seeks support</b> when modifying personal behaviour & actions in response to feedback to meet the demands of a situation	Appropriately seeks <b>minimal support</b> to modify personal behaviour & actions in response to feedback to meet the demands of a situation	<b>Requires support</b> to modify personal behaviour & actions in response to feedback to meet the demands of a situation	<b>Requires significant support</b> to modify personal behaviour & actions in response to feedback to meet the demands of a situation	<b>Despite support, fails to modify</b> personal behaviour & actions in response to feedback to meet the demands of a situation	<b>Despite significant support fails to</b> modify personal behaviour & actions in response to feedback to meet the demands of a situation
<b>Ability to acknowledge and evaluate the impact of their actions on themselves and others</b>	<b>Consistently</b> able to acknowledge and evaluate the impact of their actions on themselves and others <b>without support</b>	<b>Demonstrates an</b> ability to acknowledge and <b>evaluate</b> the impact of their actions on themselves and others <b>without support</b>	<b>Proactively seeks support</b> to acknowledge and <b>evaluate</b> the impact of their actions on themselves and others	Appropriately seeks <b>minimal support</b> to acknowledge the impact of their actions on themselves and others	<b>Requires support</b> to acknowledge the impact of their actions on themselves and others	<b>Requires significant support</b> to acknowledge the impact of their actions on themselves and others	<b>Despite support fails to</b> acknowledge the impact of their actions on themselves and others	<b>Despite significant support fails to</b> demonstrate the ability to acknowledge the impact of their actions on themselves and others

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>	Consistently able to effectively use a wide range of appropriate communication skills to both share and receive information <b>without support</b>	Demonstrates an <b>ability</b> to effectively use a wide range of appropriate communication skills to both share and receive information most of the time <b>without support</b>	Demonstrates an <b>ability</b> to effectively use a wide range of appropriate communication skills to both share and receive information <b>appropriately and proactively seeking support</b> when needed	Appropriately seeks <b>minimal support</b> to effectively use a wide range of appropriate communication skills to both share and receive information	<b>Requires support</b> to effectively use a wide range of appropriate communication skills to both share and receive information	<b>Requires support and significant prompting</b> to effectively use a wide range of appropriate communication skills to both share and receive information	<b>Despite support and prompting, fails to</b> effectively communicate when both sharing and receiving information	<b>Despite significant feedback and support fails to</b> effectively communicate when both sharing and receiving information
<b>Ability to modify communication styles to meet the needs of different people</b>	Consistently able to adapt communication in the context of cultural, psychological, and social needs during interactions with others <b>without support</b>	Demonstrates an <b>ability</b> to adapt communication in the context of cultural, psychological, and social needs during interactions with others most of the time <b>without support</b>	<b>Appropriately and proactively seeks support</b> to be able to adapt communication in the context of any of the following; cultural, psychological, and social needs during interactions with others	Appropriately seeks <b>minimal support</b> to adapt communication in the context of any of the following; cultural, psychological, and social needs during interactions with others	<b>Requires support</b> to adapt communication in the context of any of the following; cultural, psychological, and social needs during interactions with others	<b>Requires significant support</b> to adapt communication in the context of any of the following; cultural, psychological, and social needs during interactions with others	<b>Despite support, fails to</b> adapt communication in the context of any of the following; cultural, psychological, and social needs during interactions with others	<b>Despite significant support fails to</b> adapt communication in the context of any of the following; cultural, psychological, and social needs during interactions with others
<b>Ability to professionally engage with digital information and technology as appropriate</b>	Consistently able to engage with digital information and technology appropriately <b>without support</b>	Demonstrates an <b>ability</b> to engage with digital information and technology appropriately most of the time <b>without support</b>	<b>Appropriately and proactively seeks support</b> when engaging with digital information and technology	Appropriately seeks <b>minimal guidance</b> to engage with digital information and technology	<b>Requires support</b> to engage with digital information and technology	<b>Requires significant support</b> to engage with digital information and technology	<b>Despite support fails to</b> appropriately engage with digital information and technology	<b>Despite significant support fails to</b> appropriately engage with digital information and technology

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>	Consistently able to analyse the role and scope of Physiotherapy specific to the placement area <b>without support</b>	Demonstrates an <b>ability</b> to analyse the role and scope of Physiotherapy specific to the placement area most of the time <b>without support</b>	<b>Appropriately and proactively demonstrates an awareness of</b> the role and scope of Physiotherapy specific to the placement area	Appropriately requires <b>minimal support</b> when analysing the role and scope of Physiotherapy specific to the placement area	<b>Requires support</b> when analysing the role and scope of Physiotherapy specific to the placement area	<b>Requires 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>	Consistently able to build effective and collaborative relationships, engaging with others and working as a team <b>without support</b>	Demonstrates an <b>ability</b> to build effective and collaborative relationships, engaging with others and working as a team most of the time <b>without support</b>	<b>Appropriately and proactively seeks opportunities</b> to build effective and collaborative relationships, engaging with others and working as a team	Appropriately requires <b>minimal support</b> to build effective and collaborative relationships, engaging with others and working as a team	<b>Requires support</b> to build effective and collaborative relationships, engaging with others and working as a team	<b>Requires significant support</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>	Consistently applies leadership skills into the practice environment <b>without support</b>	Demonstrates an <b>ability</b> to apply leadership skills into the practice environment <b>without support</b>	<b>Appropriately and proactively seeks opportunities</b> to apply leadership skills into the practice environment	Appropriately requires <b>minimal guidance</b> when apply leadership skills into the practice environment	<b>Requires support</b> to apply leadership skills into the practice environment	<b>Requires significant support</b> to apply 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 the ability to apply leadership skills into the practice environment

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>	Consistently aware of the wider determinants of population health within the placement setting, promoting wellbeing and preventing ill health of people and their communities <b>without support</b>	Demonstrates 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 <b>without support</b>	Appropriately and proactively seeks support to demonstrate an awareness of determinants of population health within the placement setting, promoting wellbeing and preventing ill health of people and their communities	Appropriately seeks minimal support to examine wider determinants of population health within the placement setting, promoting wellbeing and preventing ill health of people and their communities	Requires support to examine the wider determinants of population health within the placement setting, promoting wellbeing and preventing ill health of people and their communities	Requires significant support to examine the wider determinants of population health within the placement setting, promoting wellbeing and preventing ill health of people and their communities	Despite support fails to be able to examine the determinants of population health within the placement setting, promoting wellbeing and preventing ill health of people and their communities	Despite significant support fails to be able to examine the determinants of population health within the placement setting, promoting wellbeing and preventing ill health of people and their communities
<b>Ability to identify and understand the impact of health inequalities within the placement setting</b>	Consistently able to identify and understand the impact of health inequalities within the placement setting <b>without support</b>	Demonstrates an ability to identify and understand the impact of health inequalities within the placements setting most of the time <b>without support</b>	Demonstrates an ability to identify and understand selective impacts of health inequalities within the placement setting, appropriately and proactively seeking support as required	Appropriately seeks minimal support to identify and/or understand the impact of health inequalities within the placement setting	Requires support to identify and/or understand the impact of health inequalities within the placement setting	Requires significant support to identify and/or understand the impact of health inequalities within the placement setting	Despite support, fails to identify and/or understand the impact of health inequalities within the placement setting	Despite significant support, fails to identify and/or understand the impact of health inequalities within the placement setting
<b>Ability to promote a sense of inclusion and belonging, demonstrating anti-discriminatory behaviour and acting as an advocate for others</b>	Consistently able to promote a sense of inclusion and belonging, demonstrating anti-discriminatory	Demonstrates an ability to promote a sense of inclusion and belonging, demonstrating anti-discriminatory	Demonstrates an awareness of promoting a sense of inclusion and belonging, demonstrating anti-discriminatory	Appropriately seeks minimal support to promote a sense of inclusion and belonging, demonstrating anti-	Requires support to promote a sense of inclusion and belonging, demonstrating anti-discriminatory behaviour and	Requires significant support to promote a sense of inclusion and belonging, demonstrating	Despite support, fails to promote a sense of inclusion and belonging, demonstrating anti-discriminatory behaviour and	Despite significant support, fails to promote a sense of inclusion and belonging, demonstrating

	behaviour and acting as an advocate for others <b>without support</b>	behaviour and acting as an advocate for others most of the time <b>without support</b>	behaviour and acting as an advocate for others, appropriately and proactively seeking support as required	discriminatory behaviour and acting as an advocate for others	acting as an advocate for others	anti-discriminatory behaviour and acting as an advocate for others.	acting as an advocate for others.	anti-discriminatory behaviour and acting as an advocate for others.
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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</b> able to extract relevant information from a <b>range of sources</b> and situations addressing ethical and professional issues <b>without support</b>	<b>Demonstrates an ability</b> to extract relevant information from a <b>range of sources</b> and situations addressing ethical and professional issues most of the time <b>without support</b>	<b>Demonstrates an ability</b> to extract relevant information from a <b>range of sources</b> and situations, <b>appropriately and proactively</b> seeking support as required	<b>Appropriately seeks minimal support</b> to be able to extract relevant information from <b>selective sources</b> and situations	<b>Requires support</b> to extract relevant information from <b>selective</b> sources and situations	<b>Requires support and significant prompting</b> to extract relevant information from <b>selective</b> sources and situations	<b>Despite support and prompting, fails to</b> extract relevant information from <b>selective</b> sources and situations	<b>Despite significant feedback and support</b> fails to extract relevant information from <b>selective</b> sources and situations
<b>Ability to analyse gathered information, drawing reasoned conclusions to identify key issues</b>	<b>Consistently</b> able to analyse information from a range of sources and situations and drawing reasoned conclusions <b>without support</b>	<b>Demonstrates an ability</b> to analyse information from a range of sources and situations and drawing reasoned conclusions most of the time <b>without support</b>	<b>Demonstrates an ability</b> to analyse information from a range of sources and situations and drawing reasoned conclusions <b>appropriately and proactively</b> seeking support as required	<b>Appropriately seeks minimal support</b> to be able to analyse information from a range of sources and situations and drawing reasoned conclusions	<b>Requires support</b> to analyse information from a limited range of sources and situations and drawing reasoned conclusions	<b>Requires significant support</b> to analyse information from a limited range of sources and situations and drawing reasoned conclusions	<b>Despite support fails to</b> analyse information from a range of sources and situations	<b>Despite significant support</b> fails to analyse information from a range of sources and situations
<b>Ability to develop goals and/or objectives to address identified issues</b>	<b>Consistently</b> develops goals and/or objectives to address identified issues <b>without support</b>	<b>Demonstrates</b> the development of goals and/or objectives to address identified issues most of the time <b>without support</b>	<b>Demonstrates</b> the development of goals and/or objectives to address identified issues <b>appropriately and proactively</b> seeking support as required	<b>Appropriately seeks minimal support</b> to develop goals and/or objectives to address identified issues	<b>Requires support</b> to develop goals and/or objectives to address identified issues	<b>Requires significant support</b> to develop goals and/or objectives to address identified issues	<b>Despite support fails to</b> develop goals and/or objectives to address identified issues	<b>Despite significant support</b> fails to develop goals and/or objectives to address identified issues

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>	Consistently able to source appropriate research/evidence to inform effective physiotherapy practice <b>without support</b>	Demonstrates an <b>ability</b> to source appropriate research/evidence to inform effective physiotherapy practice most of the time <b>without support</b>	Demonstrates an <b>ability</b> to source <b>selective</b> research/evidence to inform effective physiotherapy practice, <b>appropriately and proactively seeks support</b> as needed	<b>Appropriately seeks minimal support</b> to source appropriate research/evidence to inform effective physiotherapy practice	<b>Requires support</b> to source appropriate research/evidence to inform effective physiotherapy practice	<b>Requires support and significant prompting</b> to source appropriate research/evidence to inform effective physiotherapy practice	<b>Despite support and prompting, fails to</b> source appropriate research/evidence to inform effective physiotherapy practice	<b>Despite significant feedback and support fails to</b> source appropriate research/evidence to inform effective physiotherapy practice
<b>Ability to evaluate and apply research/ evidence in practice</b>	Consistently able to evaluate and apply research/evidence in practice <b>without support</b>	Demonstrates an ability to evaluate and apply research/evidence in practice most of the time <b>without support</b>	Demonstrates an ability to evaluate and use aspects of the research/ evidence in practice <b>appropriately and proactively seeks support</b> as needed	Appropriately seeks <b>minimal support</b> to evaluate and use aspects of the research/ evidence in practice	<b>Requires support</b> to evaluate and use aspects of the research/ evidence in practice	<b>Requires significant support</b> to evaluate and use aspects of the research/ evidence in practice	<b>Despite support fails to</b> use the research/evidence base to make a reasoned decision for effective physiotherapy practice	<b>Despite significant support fails to</b> use the research/evidence base to make a reasoned decision for effective physiotherapy practice
<b>Ability to reflect on the application of evidence-based practice</b>	Consistently able to reflect on their application of evidence-based practice <b>without support</b>	Demonstrates an <b>ability</b> to reflect on their application of evidence-based practice most of the time <b>without support</b>	Developing an <b>ability</b> to reflect on their application of evidence-based practice, <b>appropriately and proactively seeks support</b> as needed	Appropriately seeks <b>minimal support</b> to reflect on their application of evidence-based practice	<b>Requires support</b> to reflect on their application of evidence-based practice	<b>Requires significant support</b> to reflect on their application of evidence-based practice	<b>Despite support fails to</b> demonstrate the ability to reflect on their application of evidence-based practice	<b>Despite significant support fails to</b> demonstrate the ability to reflect on their application of evidence-based practice

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</b> able to choose relevant interventions appropriate to the needs of the setting and/or person <b>without support</b>	<b>Demonstrates an ability</b> to choose relevant interventions appropriate to the needs of the setting and/or person most of the time <b>without support</b>	<b>Demonstrates an ability</b> to choose <b>some</b> relevant interventions appropriate to the needs of the setting and/or person, appropriately and proactively seeking support	<b>Appropriately seeks minimal support</b> to choose relevant interventions appropriate to the needs of the setting and/or person	<b>Requires support</b> to choose relevant interventions appropriate to the needs of the setting and/or person	<b>Needs support and significant prompting</b> to choose relevant interventions appropriate to the needs of the setting and/or person	<b>Despite support and prompting, fails to</b> choose relevant interventions appropriate to the needs of the setting and/or person	<b>Despite significant feedback and support fails to</b> choose relevant interventions appropriate to the needs of the setting and/or person
<b>Ability to (safely) apply interventions appropriate to the needs of the setting and/or person</b>	<b>Consistent</b> able to safely apply relevant interventions appropriate to the needs of the setting and/or person <b>without support</b>	<b>Demonstrates an ability</b> to safely apply relevant interventions appropriate to the needs of the setting and/or person most of the time <b>without support</b>	<b>Demonstrates an ability</b> to safely apply relevant interventions appropriate to the needs of the setting and/or person <b>most</b> of the time appropriately and proactively seeking support	<b>Appropriately seeks minimal support</b> to safely apply relevant interventions appropriate to the needs of the setting and/or person	<b>Requires support</b> to safely apply relevant interventions appropriate to the needs of the setting and/or person	<b>Requires significant support</b> to safely apply relevant interventions appropriate to the needs of the setting and/or person	<b>Despite support fails to</b> safely apply relevant interventions appropriate to the needs of the setting and/or person	<b>Despite significant support fails to</b> safely apply relevant interventions appropriate to the needs of the setting and/or person

<b>Ability to monitor and review the ongoing effectiveness of interventions and modify if appropriate</b>	<b>Consistently</b> able to monitor and review the ongoing effectiveness of interventions and modify if appropriate <b>without support</b>	<b>Demonstrates an ability</b> to monitor and review the ongoing effectiveness of interventions and modify if appropriate most of the time <b>without support</b>	<b>Developing an awareness in</b> recognising their ability to monitor and review the ongoing effectiveness of interventions and modify if appropriate, proactively seeking support	<b>Appropriately seeks minimal support</b> to recognise their ability to monitor and review the ongoing effectiveness of interventions and modify if appropriate	<b>Requires support</b> to recognise their ability to monitor and review the ongoing effectiveness of interventions and modify if appropriate	<b>Requires significant support</b> to recognise their ability to monitor and review the ongoing effectiveness of interventions and modify if appropriate	<b>Despite support fails to</b> recognise their ability to monitor and review the ongoing effectiveness of interventions and modify if appropriate	<b>Despite significant support fails to</b> recognise their ability to 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>	Consistently developing an awareness to identify and structure relevant information to record, demonstrating evidence of reasoning <b>without support</b>	Developing an awareness to identify and structure relevant information to record, demonstrating evidence of reasoning most of the time <b>without support</b>	Developing an awareness to identify and structure relevant information to record, demonstrating evidence of reasoning, appropriately and proactively seeking support	Requires minimal guidance to demonstrate a developing awareness to identify and structure relevant information to record	Requires support to identify and structure relevant information to record	Requires support and significant prompting to identify and structure relevant information to record	Despite support and prompting, fails to identify and structure relevant information to record	Despite significant feedback and support, fails to identify and structure relevant information to record
<b>Considering its purpose, is able to appropriately select and use a wide range of approaches and formats to record information</b>	Consistently able to appropriately select and use a wide range of approaches and formats to record information <b>without support</b>	Demonstrates an ability to appropriately select and use a wide range of approaches and formats to record information most of the time <b>without support</b>	Demonstrates an awareness of selecting and using a wide range of approaches and formats to record information appropriately and proactively seeking support	Requires minimal support to select and use a range of approaches and formats to record information	Requires support to select and use a range of approaches and formats to record information	Requires significant support to select and use a range of approaches and formats to record information	Despite support, fails to select and use a range of approaches and formats to record information	Despite significant support fails to select and use a range of approaches and formats to record information

<b>Ability to modify the approach and/or technique to record information</b>	Consistently able to reflect on and modify their approach and/or technique when recording information <b>without support</b>	Demonstrates an <b>ability</b> to reflect on and modify their approach and/or technique when recording information most of the time <b>without support</b>	Demonstrates an <b>awareness</b> of how to modify their approach and/or technique when recording information  appropriately and proactively seeking support	Requires <b>minimal support</b> to reflect on and modify their approach and/or technique when recording information	Requires <b>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 fails to</b> reflect on and modify their approach and/or technique when recording information	<b>Despite significant support fails to</b> 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>

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