



Common Placement Assessment Form

(Level 4/SCQF Level 8)

LEARNER NAME

UNIVERSITY

MODULE CODE/TITLE

DATES OF PLACEMENT

ASSESSMENT METHOD GRADED PASS/FAIL

PRACTICE EDUCATOR(S)

ORGANISATION

PRACTICE SITE

PRACTICE EDUCATION FACILITATOR
(IF APPLICABLE)

HEI LINK TUTOR NAME

HEI LINK TUTOR CONTACT.....

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

CPAF Pilot Data Collection

Thank you for being part of the pilot phase for the Common Placement Assessment Form.

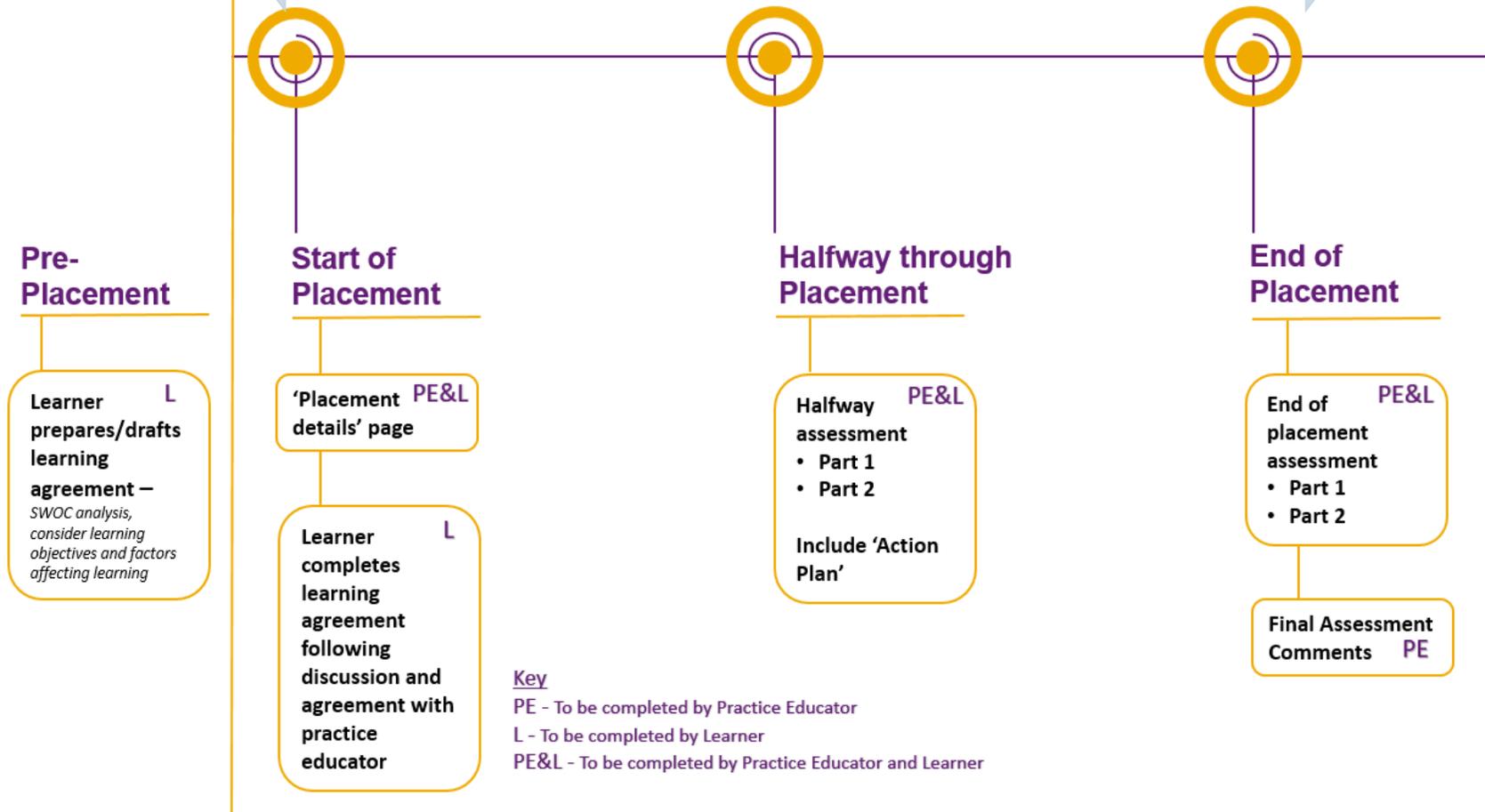
In order to evaluate the use of the form out in practice we need to capture valued feedback from all users - learners, practice educators and university representatives.

At the end of the placement, please scan the below QR code with a smart phone to take you to a short survey which we anticipate to take 10-15 mins to complete.



CPAF Completion Timeline

If ANY concerns at ANY time throughout the placement, please refer to the university immediately and if applicable, your organisational policy for failing students



CPAF Overview

Please refer to the CPAF Guidance Document for detailed information to support your completion of this form including worked examples, checklists, FAQ's and details for failing learners.

The assessment of the learners' performance on placement is divided into two parts.
Both must be passed independently by the final assessment.

Part 1 – Professional Behaviours and Responsibilities

This part assesses the fundamental professional qualities, competence and behaviour of the learner whilst on placement. The learner 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).

Part 1 Assessment Guidance

- **Part 1 is marked as pass/fail for all learners**
- **The learner MUST pass this section by the end of the placement**
- **Failure in Part 1 will override Part 2 and cause the student to fail the placement at any stage**

We encourage practice educators and learners to actively use this part throughout the placement. If **AT ANY STAGE** there are concerns about a learner's performance in this part, please contact the learner's named HEI link tutor immediately. **Do not wait for the halfway point.**

Part 2 – Learning Outcomes

This part contains the following 12 learning outcomes;

Personal Development	1. Independent Learning
	2. Application of Learning
	3. Seeking, Reflecting on and Responding to Feedback
	4. Organisation and Prioritisation
Communication and Interpersonal Skills	5. Communication
	6. Recording Information
	7. Working with Others
	8. Individuals, Communities and Populations
Decision Making and Implementation	9. Evidence Based Practice
	10. Gathering and Analysing Information
	11. Problem Solving, Prioritising and Planning
	12. Putting Plans into Practice

These learning outcome headings are consistent for all learners. Clear marking criteria is then provided which is shaped to the learners' level of study.

The learning outcomes are designed to be applicable to a diverse range of placement settings; patient facing and non-patient facing alike. Please refer to the Guidance Document for more detail and examples.

Part 2 Assessment Guidance

- **Part 2 is marked as either 'Pass/Fail' or 'Graded' dependent on HEI requirements** using the same assessment criteria grid
- **The learner MUST pass all 12 learning outcomes by the end of the placement.** Please seek guidance from the HEI if you deem any of the domains to be unsuitable for the practice environment.
- The learning outcome indicates what the learner should achieve **by the end of the placement**
- Each learning outcome has 3 domains as highlighted below;

Learning Outcome 1 - Independent Learning								
The learner can independently advance personal knowledge, understanding and skills in line with identified learning needs, using a variety of learning and development resources								
Domains	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good (50-59%)	Satisfactory (40-49%) 40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
1.1 Ability to identify personal learning and development needs and engage in a personalised plan designed to meet these needs	Consistently and independently aware of own learning needs and uses appropriate strategies to further their professional development. Shows initiative in requesting help.	Consistently aware of own learning needs and uses appropriate strategies to further their professional development. Shows initiative in requesting help.	Aware of own learning needs and uses appropriate strategies to further their professional development. Usually shows initiative in requesting help.	Appropriately and proactively seeks support to either identify own learning needs or develop strategies to further their professional development.	Needs support to identify own learning needs and develop strategies to further their professional development.	Needs support and significant prompting to identify own learning needs and develop strategies to further their professional development.	Despite feedback and support, limited ability to identify own learning needs. Dependent upon educator to plan for professional development.	Despite significant feedback and support fails to identify and plan for professional development.
1.2 Ability to identify and utilise a variety of learning and development resources and opportunities	Consistently and independently identifies and utilises a variety of learning and development resources and opportunities	Consistently identifies and utilises a variety of learning and development resources and opportunities	Appropriately and proactively seeks support to identify and utilise a variety of learning and development resources and opportunities	Requires support to identify learning and development resources and opportunities	Needs support to identify learning and development resources and opportunities	Needs support and significant prompting to identify learning and development resources and opportunities	Despite feedback and support, limited ability to identify learning and development resources and opportunities	Despite significant feedback and support fails to identify learning and development resources and opportunities.
1.3 Ability to reflect on their learning process	Consistently and independently demonstrates reflection resulting in suitable changes in their practice.	Consistently demonstrates reflection resulting in suitable changes in their practice.	Demonstrates reflection resulting in suitable changes in their practice.	Usually demonstrates reflection and evaluation of practice.	Recognises value of reflective practice but needs guidance to evaluate and alter practice.	Recognises value of reflective practice but needs significant guidance to evaluate and alter practice.	Support required to reflect on practice.	Does not recognise the value of reflective practice.

- The Practice Educator(s) is required to make a professional judgement about the learner's level of ability, using the learning outcomes and assessment criteria
- Please seek HEI guidance regarding whether a percentage or grade boundary is awarded for each learning outcome
- If the learner is awarded a 'fail' within **one domain**, an overall pass mark for the learning outcome is awarded.
- If the learner is awarded a 'fail' within **two or more domains**, an overall pass mark for the learning outcome is **not** awarded
- A learner can fail up to 3 domains across the 12 Learning Outcomes and still achieve an overall pass mark. If they fail 4 or more domains across the 12 Learning Outcomes they will be unable to achieve an overall pass mark
- For the end of placement assessment, the Practice Educator(s) will award the appropriate percentage/grade boundary for each learning outcome. The final numerical mark should be an overall mark that represents the learner's performance on placement

Both Part 1 and Part 2 **must** be completed at 2 appraisal points;

- **Halfway, AND**
- **End of placement**

Halfway Appraisal

The **Halfway Appraisal** is a two-way documented discussion between practice educator and learner, acting as an opportunity to reflect on the first half of the placement and create a clear action plan to further develop skills and support achievement during the second half.

Both Part 1 and Part 2 have dedicated space for practice educator and learner comments at this point as well as the agreed plan.

End of Placement Assessment

The **End of Placement Assessment** occurs during the end of the final week of the practice placement. This is the point at which both Part 1 and Part 2 are ultimately assessed and **must be passed independently to pass the placement.**

Non-Assessed Parts

In addition to the above assessed elements, CPAF contains the following non-assessed parts;

- Learning Agreement
- Feedback from Others

Despite not assessed, the learner should actively use these important parts of the form to gain as much as possible from the placement experience.

Glossary of Terms

Term	Description
Appropriately	Right or suitable for stage of learning
Complex and unpredictable	Events which would not normally occur within day-to-day practice, or which would provide particular challenges to the learner
Critically evaluate	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
Frequency	<p>Consistently: used to describe a situation where the learner meets the requirements of the criteria >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>Most: used to describe a situation where the learner meets the requirements of the criteria >60% but <90% of the time</p> <p>Some: used to describe a situation where the learner meets the requirements of the criteria >30% but <60% of the time</p> <p>Occasional/minimal: used to describe a situation where the learner meets the requirements of the criteria <30% of the time</p>
Independent	Capable of acting for oneself or on one's own (proportionate with level of study)
Leadership	Ability to lead, demonstrates leadership qualities e.g. focus on self, working with others or improving healthcare
Professionalism	Used to describe the attitudes and manner of the learner and does not take into account issues around safety, work environment or the application of skills
Prompting	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

Learning Agreement

This section is **primarily the responsibility of the learner to complete**. A draft copy should be completed before the first day of placement. This form can then be completed by the learner following discussion and agreement with their practice educator(s) during the first week of placement.

Please note that reasonable adjustments should be considered for students who disclose a learning need for their placement.

SWOC (Strengths Weaknesses Opportunities Challenges) Analysis

SWOC Analysis	
Strengths What do you do well? What do others see as your strengths?	Weaknesses What could you improve? What are others likely to see as weaknesses?
Opportunities What opportunities are open to you? How can you turn your strengths into opportunities?	Challenges What challenges or hurdles may you meet along the way?

Factors that may impact on learning (Optional)

This section is to encourage dialogue between the learner and practice educator to share any information that may influence their learning or experience during their placement.

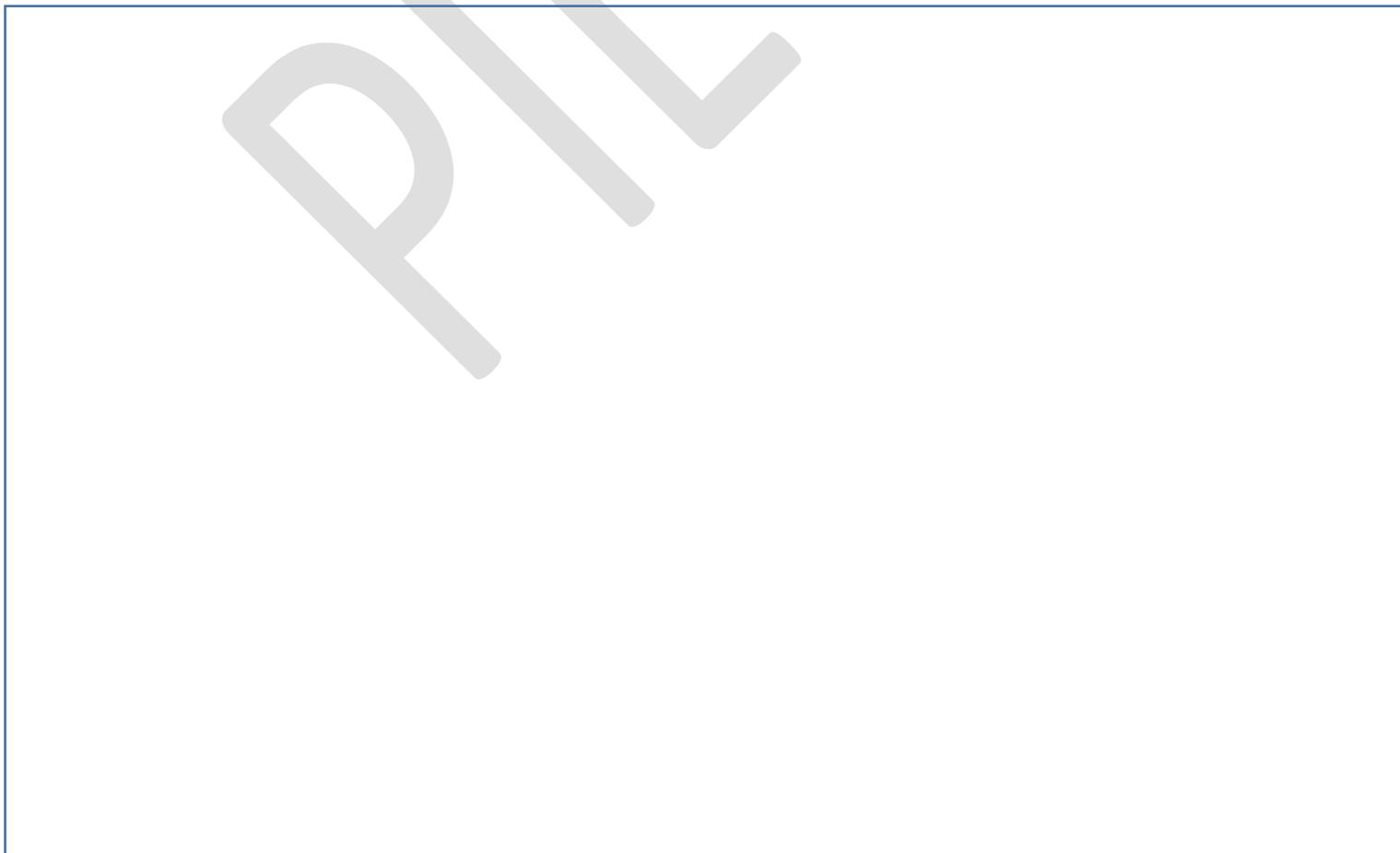
Factors could include:

- 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/reasonable adjustments
- Social or family circumstances such as living environment, caring responsibilities or travel issues
- Health or wellbeing issues relating to physical or mental health
- Financial issues such as travel costs or access
- Issues relating to religious or cultural beliefs, values or practises
- Previous problems encountered during placements and potential solutions
- Concerns re; the placement environment e.g. safety, access, privacy, communication channels, COVID risk assessment
- Previous experiences such as bereavement, personal or family health or wellbeing issues that may be relevant to how the learner experiences the placement setting

Research and student lived experience tells us that some students experience unacceptable discrimination whilst on placement from both staff and patients regarding their gender, sexuality, race, religion or disability.

The CSP promote anti-discriminatory practice and do not tolerate discrimination of any kind towards any individual.

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 the support networks that are available to them including; CSP Diversity Networks, Student Reps, Placement Tutors, University pastoral support, Family and friends.



Personal Development Plan

To be drafted by the learner before the first day of placement and then completed following discussion and support from their practice educator. Please detail up to 5 SMART individual learning aims that you may have whilst on placement.

Learners Personal Learning Aim (This should be Specific, Measurable, Achievable, Realistic and include a Time frame)	Anticipated resources required to achieve	Reflection on Achievement of Learning Aim To be completed by the learner with support from the practice educator	
		Half Way	End of Placement
1.			
2.			
3.			
4.			
5.			

Part 1. Professional Behaviours and Responsibilities

The learner demonstrates professional qualities, competence and behaviours		
<p>This may include, but is not limited to;</p> <ul style="list-style-type: none"> • Following HCPC Guidance on Conduct and Ethics for Students (2016) and CSP Code of Members' Professional Values and Behaviour (2019) • Adhering to organisational guidelines, policies and procedures • Managing sensitive information • Considering ethical and moral matters • Delivering a safe and effective service • Maintaining an awareness of limitations and scope of practice 		
Halfway Assessment		
Criterion	Please Circle	Comments
Risks are assessed accurately and responses/actions are appropriate	YES/NO	
Student understands and complies with the Health and Safety Policies and Regulations	YES/NO	
Student is aware of, and is mindful of, the contraindications to treatment and applies treatment and handling skills in a safe manner	YES/NO	
Student is reliable at reporting and informs practice educator about adverse incidents and/or complaints	YES/NO	
Therapeutic practice is applied in a safe manner with due respect to patients/clients, carers, colleagues and the student themselves	YES/NO	
Student has knowledge of and complies with the Code of Professional Values and Behaviours	YES/NO	
Student is punctual, has good timekeeping, complies with the standards of dress and hygiene in relation to department policy, and acts in a manner consistent with the core values of care, compassion, respect and dignity of patients, carers and colleagues	YES/NO	
Student respects confidentiality and trust inherent in the therapeutic relationship	YES/NO	
Action Plan		

End of Placement Assessment		
Criterion	Please Circle	Comments
Risks are assessed accurately and responses/actions are appropriate	YES/NO	
Student understands and complies with the Health and Safety Policies and Regulations	YES/NO	
Student is aware of, and is mindful of, the contraindications to treatment and applies treatment and handling skills in a safe manner	YES/NO	
Student is reliable at reporting and informs practice educator about adverse incidents and/or complaints	YES/NO	
Therapeutic practice is applied in a safe manner with due respect to patients/clients, carers, colleagues and the student themselves	YES/NO	
Student has knowledge of and complies with the Code of Professional Values and Behaviours	YES/NO	
Student is punctual, has good timekeeping, complies with the standards of dress and hygiene in relation to department policy, and acts in a manner consistent with the core values of care, compassion, respect and dignity of patients, carers and colleagues	YES/NO	
Student respects confidentiality and trust inherent in the therapeutic relationship	YES/NO	
Practice Educators Comments <i>Examples of when these have/have not been followed should be stated specifically as well as advice provided to learner</i>		
Learner Comments <i>Response to comments from Practice Educator(s). Please include verification that you are familiar with the necessary guidance/principles</i>		
Practice Educator Declaration <i>(to be completed at the final assessment)</i>		
<input type="checkbox"/> 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	Signed: Dated:	
<input type="checkbox"/> The learner has not met these expectations and further information will be provided to the learner and the HEI (see final outcome page)	Signed: Dated:	

RECORD OF WARNINGS GIVEN

If the outcome is a FAIL of the placement, then the HEI Link Tutor needs to be present to support the learner and the practice educator.

REASON FOR WARNING	ACTION TAKEN	ACTION PLAN	NAME AND SIGNATURE	DATE
			Practice Educator	
			Learner	
			Link Tutor	

Part 2. Learning Outcomes

PILOT

Learning Outcome 1 - Independent Learning

The learner can independently advance personal knowledge, understanding and skills in line with identified learning needs, using a variety of learning and development resources

Domains	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good (50-59%) *50 = pass for MSc P/F	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
1.1 Ability to identify personal learning and development needs and engage in a personalised plan designed to meet these needs	Consistently aware of own learning needs and uses appropriate strategies to further their professional development	Aware of own learning needs and uses appropriate strategies to further their professional development	Appropriately and proactively seeks support to identify own learning needs and develop strategies to further their professional development.	Appropriately seeks support to identify own learning needs or develop strategies to further their professional development.	Requires support to identify own learning needs or develop strategies to further their professional development.	Requires significant support to identify own learning needs or develop strategies to further their professional development.	Despite feedback and support, limited ability to identify own learning needs. Dependent upon educator to plan for professional development.	Despite significant feedback and support fails to identify and plan for professional development.
1.2 Ability to identify and utilise a variety of learning and development resources and opportunities	Consistently identifies and utilises a range of learning and development resources and opportunities	Demonstrates an ability to identify and utilise a range of learning and development resources and opportunities	Appropriately and proactively seeks support to identify and utilise a range of learning and development resources and opportunities	Appropriately seeks support to identify and utilise a range of learning and development resources and opportunities	Requires support to identify learning or development resources and opportunities	Requires significant support to identify learning and development resources and opportunities	Despite feedback and support, limited ability to identify learning and development resources and opportunities	Despite significant feedback and support fails to identify learning and development resources and opportunities.
1.3 Ability to reflect on their learning process	Consistently demonstrates reflection resulting in suitable changes in their practice.	Demonstrates an ability to reflect resulting in suitable changes in their practice.	Appropriately and proactively seeks support when reflecting to ensure suitable changes in their practice.	Appropriately seeks support when reflecting to ensure suitable changes in their practice.	Recognises value of reflective practice but requires guidance to evaluate and alter practice.	Recognises value of reflective practice but requires significant guidance to evaluate and alter practice.	Support required to reflect on practice.	Does not recognise the value of reflective practice.

In collaboration with the learner, half-way feedback:

Indicative **Grade Boundary** (optional)

Half-way Action Plan:

End of Placement Feedback:

LO1 Mark/Grade boundary Awarded*

Written mark/Grade boundary* (words).....

*as determined by the HEI

Learning Outcome 2 - Application of Learning

The learner is able to discuss, apply and develop their knowledge base relevant to physiotherapy within the practice placement context

Domains	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good (50-59%) *50 = pass for MSc P/F	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
2.1 Ability to discuss and apply their knowledge base within the practice placement context	Consistently able to discuss and apply their knowledge base within the practice placement context	Demonstrates the ability to discuss and apply their knowledge base with the practice placement context.	Appropriately and proactively seeks support to apply their knowledge base within the practice placement context	Appropriately seeks support to apply their knowledge base within the practice placement context	Requires support to apply their knowledge base within the practice placement context	Requires support and significant prompting to apply their knowledge base within the practice placement context	Despite feedback and support, limited ability to apply their knowledge base within the practice placement context	Despite significant feedback and support fails to apply their knowledge base within the practice placement context
2.2 Ability to identify and utilise opportunities to further develop their knowledge base within the practice placement context	Consistently identifies opportunities to further develop their knowledge base within the practice placement context	Demonstrates the ability to identify opportunities to further develop their knowledge base within the practice placement context	Appropriately and proactively seeks support to identify opportunities to further develop their knowledge base within the practice placement context	Appropriately seeks support to identify opportunities to further develop their knowledge base within the practice placement context	Requires support to identify opportunities to further develop their knowledge base within the practice placement context	Requires support and significant prompting to identify opportunities to further develop their knowledge base within the practice placement context	Despite feedback and support, limited ability to identify opportunities to further develop their knowledge base within the practice placement context	Despite significant feedback and support fails to identify opportunities to further develop their knowledge base within the practice placement context
2.3 Ability to reflect on the application of their knowledge base into practice	Consistently demonstrates reflection resulting in suitable changes in their practice.	Demonstrates reflection resulting in suitable changes in their practice.	Appropriately and proactively seeks support when reflecting resulting in suitable changes in their practice.	Appropriately seeks support when reflecting resulting in suitable changes in their practice.	Recognises value of reflective practice but requires guidance to evaluate and alter practice.	Recognises value of reflective practice but requires significant guidance to evaluate and alter practice.	Support required to reflect on practice.	Does not recognise the value of reflective practice.

In collaboration with the learner, half-way feedback:

Indicative **Grade Boundary** (optional)

End of Placement Feedback:

Half-way Action Plan:

PILOT

LO2 Mark/Grade boundary Awarded*

Written mark/Grade boundary* (words).....

*as determined by the HEI

Learning Outcome 3 - Seeking, Reflecting on and Responding to Feedback

The learner is able to appropriately seek and recognise feedback, reflect on this and modify their personal and professional behaviour and actions accordingly to enhance their practice.

Domains	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good (50-59%) *50 = pass for MSc P/F	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
3.1 Ability to appropriately seek feedback	Consistent ability to appropriately seek feedback	Demonstrates an ability to appropriately seek feedback	Appropriately and proactively seeks feedback	Appropriately seeks feedback	Requires prompting to seek feedback	Requires significant prompting to seek feedback	Despite prompting, limited ability to seek feedback	Despite significant prompting fails to seek feedback
3.2 Ability to accept and reflect on feedback received	Consistently able to accept and reflect on feedback received	Demonstrates an ability to accept and reflect on feedback received	Accepts and appropriately reflects on feedback received	Requires minimal support to accept and reflect on feedback received	Requires moderate support to accept and reflect on feedback received	Requires significant support to accept and reflect on feedback received	Despite support, limited ability to accept and reflect on feedback received	Despite significant support fails to reflect on feedback received
3.3 Ability to modify personal and professional behaviour as needed in response to feedback received	Consistently demonstrates the ability to modify personal and professional behaviour as needed in response to feedback received	Demonstrates the ability to modify personal and professional behaviour as needed in response to feedback received	Demonstrates the ability to modify personal or professional behaviour as needed in response to feedback received	Requires minimal support to modify personal or professional behaviour as needed in response to feedback received	Recognises value of feedback but requires guidance to modify personal or professional behaviour	Recognises value of feedback but requires significant guidance to modify personal or professional behaviour	Despite support limited ability to modify personal or professional behaviour as needed in response to feedback received	Does not recognise the need to modify personal or professional behaviour in response to feedback

In collaboration with the learner, half-way feedback:

Indicative **Grade Boundary** (optional)

Half-way Action Plan:

End of Placement Feedback:

LO3 Mark/Grade boundary Awarded*

Written mark/Grade boundary* (words).....

*as determined by the HEI

Learning Outcome 4 - Organisation and Prioritisation

The learner is able to manage their own workload and resources effectively

Domains	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good (50-59%) *50 = pass for MSc P/F	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
4.1 Ability to plan, prioritise and organise their workload and/or activity using appropriate available resources	Consistently seeks opportunities to carry out delegated activities (alone or with others) with indirect supervision	Demonstrates carrying out delegated activities (alone or with others) with indirect supervision	Appropriately and proactively seeks support when carrying out delegated activities (alone or with others) with indirect supervision	Requires minimal support when carrying out delegated activities (alone or with others), with direct supervision	Requires supervision when carrying out a range of delegated activities (alone or with others), with direct supervision	Requires support and significant prompting when carrying out a range of delegated activities (alone or with others), with direct supervision	Despite support and prompting, limited ability to carry out a range of delegated activities (alone or with others), with direct supervision	Despite significant feedback and support fails to take responsibility for carrying out a range of delegated activities (alone or with others) with direct supervision
4.2 Ability to adapt personal and professional behaviour and actions in response to the demands of the situation, service and environment	Consistent ability to modify personal behaviour & actions in response to feedback to meet the demands of a situation	Demonstrates the ability to modify personal behaviour & actions in response to feedback to meet the demands of a situation	Proactively seeks support when modifying personal behaviour & actions in response to feedback to meet the demands of a situation	Requires minimal guidance to modify personal behaviour & actions in response to feedback to meet the demands of a situation	Requires guidance to modify personal behaviour & actions in response to feedback to meet the demands of a situation	Requires significant guidance to modify personal behaviour & actions in response to feedback to meet the demands of a situation	Despite support, limited ability to modify personal behaviour & actions in response to feedback to meet the demands of a situation	Despite significant support fails to modify personal behaviour & actions in response to feedback to meet the demands of a situation
4.3 Ability to acknowledge and evaluate the impact of their actions on themselves and the wider organisation	Consistently able to acknowledge and evaluate the impact of their actions on themselves and the wider organisation	Demonstrates the ability to acknowledge and evaluate the impact of their actions on themselves and the wider organisation	Proactively seeks support to acknowledge and evaluate the impact of their actions on themselves and the wider organisation	Requires minimal support to acknowledge the impact of their actions on themselves and the wider organisation	Requires guidance to acknowledge the impact of their actions on themselves and the wider organisation	Requires significant guidance to acknowledge the impact of their actions on themselves and the wider organisation	Despite support limited ability to acknowledge the impact of their actions on themselves and the wider organisation	Does not demonstrate the ability to acknowledge the impact of their actions on themselves and the wider organisation

In collaboration with the learner, half-way feedback:

Indicative **Grade Boundary** (optional)

Half-way Action Plan:

End of Placement Feedback:

PILOT

LO4 Mark/Grade boundary Awarded*

Written mark/Grade boundary* (words).....

*as determined by the HEI

Learning Outcome 5 - Communication

The learner effectively uses and adapts a wide range of communication skills to share information, ideas, problems and solutions with their stakeholders

Domains	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good (50-59%) *50 = pass for MSc P/F	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
5.1 Ability to effectively use a wide range of communication skills (verbal, non-verbal, written and listening) to share and receive information	Consistently able to effectively communicate with service users, carers, and the wider inter-disciplinary team	Demonstrates an ability to effectively communicate with service users, carers, and the wider inter-disciplinary team	Demonstrates an ability to communicate with service users, carers, and the wider inter-disciplinary team	Requires minimal support when communicating verbally with service users, carers, and the wider inter-disciplinary team	Requires support when communicating with service users, carers, and the wider inter-disciplinary team	Requires support and significant prompting when communicating with service users, carers, and the wider inter-disciplinary team	Despite support and prompting, limited ability to communicate with service users, carers, and the wider inter-disciplinary team	Despite significant feedback and support fails to communicate with service users, carers, and the wider inter-disciplinary team
5.2 Ability to select and modify their communication skills to meet the needs of different stakeholders	Consistent ability to adapt communication in the context of cultural, psychological, and social needs during interactions with service users and the wider inter-disciplinary team	Demonstrates an ability to adapt communication in the context of cultural, psychological, and social needs during interactions with service users and the wider inter-disciplinary team	Able to adapt communication in the context of any of the following; cultural, psychological, and social needs during interactions with service users and the wider inter-disciplinary team	Requires minimal guidance to adapt communication in the context of any of the following; cultural, psychological, and social needs during interactions with service users and the wider inter-disciplinary team	Requires guidance to adapt communication in the context of any of the following; cultural, psychological, and social needs during interactions with service users and the wider inter-disciplinary team	Requires significant guidance to adapt communication in the context of any of the following; cultural, psychological, and social needs during interactions with service users and the wider inter-disciplinary team	Despite support, limited ability to adapt communication in the context of any of the following; cultural, psychological, and social needs during interactions with service users and the wider inter-disciplinary team	Despite significant support fails to adapt communication in the context of any of the following; cultural, psychological, and social needs during interactions with service users and the wider inter-disciplinary team
5.3 Ability to professionally engage with information and communication technology, as appropriate	Consistently able to engage with technology, particularly the use of ICT	Demonstrates an ability to engage with technology, particularly the use of ICT	Proactively seeks support when engaging with technology, particularly the use of ICT	Requires minimal guidance to engage with technology, particularly the use of ICT	Requires some guidance to engage with technology, particularly the use of ICT	Requires significant guidance to engage with technology, particularly the use of ICT (Despite support limited ability to appropriately engage with technology, particularly the use of ICT	Does not demonstrate the ability to engage with technology, particularly the use of ICT

In collaboration with the learner, half-way feedback:

Indicative **Grade Boundary** (optional)

End of Placement Feedback:

Half-way Action Plan:

PILOT

LO5 Mark/Grade boundary Awarded*

Written mark/Grade boundary* (words).....

*as determined by the HEI

Learning Outcome 6 - Recording Information

The learner is able to effectively and efficiently select and use a wide range of approaches and formats when recording information from a variety of relevant sources

Domains	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good (50-59%) *50 = pass for MSc P/F	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
6.1 Ability to identify, structure and record relevant information	Consistently developing an awareness of the variety of approaches to gathering and recording information using pertinent resources	Developing an awareness of the variety of approaches to gathering and recording information using pertinent resources	Developing an awareness of specific approaches to gathering and recording information using pertinent resources	Demonstrates an awareness of specific approaches and techniques of gathering and recording information using some pertinent resources	Requires support to identify and use a range of sources to gather and record information	Requires support and significant prompting to identify and use a range of sources to gather and record information	Despite support and prompting, limited ability to identify and use a range of sources to gather and record information	Despite significant feedback and support fails to identify and use a range of sources to gather and record information
6.2 Ability to select and apply appropriate formats when recording information, considering its purpose and identified stakeholder	Consistent ability to select and apply appropriate formats when recording information, considering its purpose and identified stakeholder	Demonstrates an ability to select and apply appropriate formats when recording information, considering its purpose and identified stakeholder	Demonstrates an awareness of selecting and applying appropriate formats when recording information, considering its purpose and identified stakeholder	Requires minimal guidance to select and apply appropriate formats when recording information, considering its purpose and identified stakeholder	Requires guidance when selecting and applying appropriate formats when recording information, considering its purpose and identified stakeholder	Requires significant guidance when selecting and applying appropriate formats when recording information	Despite support, limited ability to select and apply appropriate formats when recording information	Despite significant support fails to select and apply appropriate formats when recording information
6.3 Ability to reflect on and modify their approach and technique when recording information	Consistent ability to reflect on and modify their approach and technique when recording information	Demonstrates an ability to reflect on and modify their approach and technique when recording information	Demonstrates an awareness of how to reflect and modify their approach and technique when recording information	Requires minimal guidance when reflecting and modifying their approach and technique when recording information	Requires guidance to reflect on and modify their approach and technique when recording information	Requires significant guidance to reflect on and modify their approach and technique when recording information	Despite support limited ability to reflect on and modify their approach and technique when recording information	Despite significant support fails to reflect on and modify their approach and technique when recording information

In collaboration with the learner, half-way feedback:

Indicative **Grade Boundary** (optional)

Half-way Action Plan:

End of Placement Feedback:

LO6 Mark/Grade boundary Awarded*

Written mark/Grade boundary* (words).....

*as determined by the HEI

Learning Outcome 7 - Working with others

The learner is able to work effectively with others, including inter-professionally, to meet the responsibilities of professional practice.

Domains	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good (50-59%) *50 = pass for MSc P/F	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
7.1 Ability to understand and respect the role and scope of themself others	Consistently able to analyse the role and scope of Physiotherapy specific to the placement area	Demonstrates the ability to analyse the role and scope of Physiotherapy specific to the placement area	Developing awareness of the role and scope of Physiotherapy specific to the placement area	Requires minimal guidance when analysing the role and scope of Physiotherapy specific to the placement area	Requires support when analysing the role and scope of Physiotherapy specific to the placement area	Requires support and significant prompting when analysing the role and scope of Physiotherapy specific to the placement area	Despite support and prompting, limited ability when analysing the role and scope of Physiotherapy specific to the placement area	Despite significant feedback and support fails to analyse the role and scope of Physiotherapy specific to the placement area
7.2 Ability to build effective and collaborative relationships, engaging with others (including stakeholders) and working as a team	Consistent ability to build effective and collaborative relationships, engaging with others (including stakeholders) and working as a team	Demonstrates an ability to build effective and collaborative relationships, engaging with others (including stakeholders) and working as a team	Proactively seeks opportunities to build effective and collaborative relationships, engaging with others (including stakeholders) and working as a team	Requires minimal guidance to build effective and collaborative relationships, engaging with others (including stakeholders) and working as a team	Requires guidance to build effective and collaborative relationships, engaging with others (including stakeholders) and working as a team	Requires significant guidance to build effective and collaborative relationships, engaging with others (including stakeholders) and working as a team	Despite support, limited ability to build effective and collaborative relationships, engaging with others (including stakeholders) and working as a team	Despite significant support fails to build effective and collaborative relationships, engaging with others (including stakeholders) and working as a team
7.3 Ability to identify and apply leadership skills into the practice environment	Consistently applies leadership skills into the practice environment	Demonstrates an ability to apply leadership skills into the practice environment	Proactively seeks opportunities to apply leadership skills into the practice environment	Requires minimal guidance when apply leadership skills into the practice environment	Requires guidance to apply leadership skills into the practice environment	Requires significant guidance to apply leadership skills into the practice environment	Despite support limited ability to apply leadership skills into the practice environment	Does not demonstrate the ability to apply leadership skills into the practice environment

In collaboration with the learner, half-way feedback:

Indicative **Grade Boundary** (optional)

Half-way Action Plan:

End of Placement Feedback:

PILOT

LO7 Mark/Grade boundary Awarded*

Written mark/Grade boundary* (words).....

*as determined by the HEI

Learning Outcome 8 - Individuals, Communities and Populations

The learner promotes and values equality and diversity to effectively meet the needs of person, community and population-centred health care and embeds this within the placement context

Domains	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good (50-59%) *50 = pass for MSc P/F	Satisfactory (40-49%) *40 = pass for BSc & MSc P/F	Fail (30-39%)	Fail (0-29%)
8.1 Ability to treat people with dignity and respect, considering the individual's perspectives, placing the needs of the person at the centre to empower their choice and control	Consistent ability to treat people with dignity and respect, considering the individual's perspectives, placing the needs of the person at the centre	Demonstrates an ability to treat people with dignity and respect, considering the individual's perspectives, placing the needs of the person at the centre	Developing an awareness of treating people with dignity and respect, considering the individual's perspectives, placing the needs of the person at the centre	Requires minimal guidance to treat people with dignity and respect, considering the individual's perspectives, placing the needs of the person at the centre	Requires support to treat people with dignity and respect, considering the individual's perspectives, placing the needs of the person at the centre	Requires support and significant prompting to treat people with dignity and respect, considering the individual's perspectives, placing the needs of the person at the centre	Despite support and prompting, limited ability to treat people with dignity and respect, considering the individual's perspectives, placing the needs of the person at the centre	Despite significant feedback and support fails to treat people with dignity and respect, considering the individual's perspectives, placing the needs of the person at the centre
8.2 Awareness of the wider determinants of population health within the placement setting, promoting wellbeing and preventing ill health of people and their communities	Consistent awareness of the wider determinants of population health within the placement setting, promoting wellbeing and preventing ill health of people and their communities	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	Demonstrates an awareness of selective determinants of population health within the placement setting, promoting wellbeing and preventing ill health of people and their communities	Requires minimal guidance to examine wider determinants of population health within the placement setting, promoting wellbeing and preventing ill health of people and their communities	Requires guidance 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 guidance 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 limited ability 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 examine the determinants of population health within the placement setting, promoting wellbeing and preventing ill health of people and their communities
8.3 Ability to promote anti discriminatory behaviour through articulating their own values and principles while acknowledging how these may differ from others	Consistent ability to promote anti discriminatory behaviour through articulating their own values and principles while acknowledging how these may differ from others	Demonstrates an ability to promote anti discriminatory behaviour through articulating their own values and principles while acknowledging how these may differ from others	Demonstrates an awareness of anti-discriminatory behaviour through articulating their own values and principles while acknowledging how these may differ from others	Requires minimal support when promoting anti discriminatory behaviour through articulating their own values and principles while acknowledging how these may differ from others	Requires guidance to promote anti discriminatory behaviour through articulating their own values and principles while acknowledging how these may differ from others	Requires significant guidance to promote anti discriminatory behaviour through articulating their own values and principles while acknowledging how these may differ from others	Despite support limited ability to promote anti discriminatory behaviour through articulating their own values and principles while acknowledging how these may differ from others	Does not demonstrate the ability to promote anti discriminatory behaviour through articulating their own values and principles while acknowledging how these may differ from others

In collaboration with the learner, half-way feedback:

Indicative **Grade Boundary** (optional)

Half-way Action Plan:

End of Placement Feedback:

LO8 Mark/Grade boundary Awarded*

Written mark/Grade boundary* (words).....

*as determined by the HEI

Learning Outcome 9 - Evidence Based Practice

The learner is able to evaluate current practice, research and scholarship, and apply this to address specific issues in professional practice

Domains	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good (50-59%) *50 = pass for MSc P/F	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
9.1 Ability to source appropriate evidence to inform effective physiotherapy practice	Consistent ability to source appropriate evidence to inform effective physiotherapy practice	Demonstrates an ability to source appropriate evidence to inform effective physiotherapy practice	Demonstrates an ability to source selective evidence to inform effective physiotherapy practice	Requires minimal guidance to source appropriate evidence to inform effective physiotherapy practice	Requires support to source appropriate evidence to inform effective physiotherapy practice	Requires support and significant prompting to source appropriate evidence to inform effective physiotherapy practice	Despite support and prompting, limited ability to source appropriate evidence to inform effective physiotherapy practice	Despite significant feedback and support fails to source appropriate evidence to inform effective physiotherapy practice
9.2 Ability to use the evidence base to make reasoned and justified decisions for effective physiotherapy practice	Consistent ability to use the evidence base to make a reasoned decision for effective physiotherapy practice	Demonstrates an ability to use the evidence base to make a reasoned decision for effective physiotherapy practice	Demonstrates an ability to use aspects of the evidence base to make a reasoned decision for effective physiotherapy practice	Requires minimal guidance to use the evidence base to make reasoned and justified decisions for effective physiotherapy practice	Requires guidance to use the evidence base to make a reasoned decision for effective physiotherapy practice	Requires significant guidance to use the evidence base to make a reasoned decision for effective physiotherapy practice	Despite support limited ability to use the evidence base to make a reasoned decision for effective physiotherapy practice	Despite significant support fails to use the evidence base to make a reasoned decision for effective physiotherapy practice
9.3 Ability to evaluate their application of evidence based practice	Consistent ability to evaluate their application of evidence based practice	Demonstrates an ability to evaluate their application of evidence based practice	Developing an awareness of how to evaluate their application of evidence based practice	Requires minimal support to evaluate their application of evidence based practice	Needs guidance to evaluate their application of evidence based practice	Requires significant guidance to evaluate their application of evidence based practice	Despite support limited ability to evaluate their application of evidence based practice	Does not demonstrate the ability to evaluate their application of evidence based practice

In collaboration with the learner, half-way feedback:

Indicative **Grade Boundary** (optional)

Half-way Action Plan:

End of Placement Feedback:

PILOT

LO9 Mark/Grade boundary Awarded*

Written mark/Grade boundary* (words).....

*as determined by the HEI

Learning Outcome 10 - Gathering and Analysing Information

The learner is able to gather, analyse and draw reasoned conclusions using information from a range of sources and situations

Domains	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good (50-59%) *50 = pass for MSc P/F	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
10.1 Ability to identify and gather information from a range of sources and situations	Consistent ability to process and analyse information from a range of sources and situations addressing ethical and professional issues	Demonstrates an ability to process and analyse information from a range of sources and situations addressing ethical and professional issues	Demonstrates an ability to process and analyse information from a range of sources and situations	With minimal guidance is able to process and analyse information from selective sources and situations	Requires support to process and analyse information from selective sources and situations	Requires support and significant prompting to process and analyse information from selective sources and situations	Despite support and prompting, limited ability to process and analyse information from selective sources and situations	Despite significant feedback and support fails to process and analyse information from selective sources and situations
10.2 Ability to analyse information from a range of sources and situations	Consistent ability to analyse information from a range of sources and situations	Demonstrates an ability to analyse information from a range of sources and situations	Demonstrates an ability to analyse information from a range of sources and situations	With minimal guidance is able to analyse information from a range of sources and situations	Requires support to analyse information from a range of sources and situations	Requires significant guidance to analyse information from a range of sources and situations	Despite support limited ability to analyse information from a range of sources and situations	Despite significant support fails to analyse information from a range of sources and situations
10.3 Ability to draw reasoned conclusions from the analysed information	Consistently draws reasoned conclusion supported by wide reading	Demonstrates an ability to draw reasoned conclusions supported by wide reading	Demonstrates an ability to draw reasoned conclusions supported by selective reading	With minimal guidance draws reasoned conclusion supported by selective reading	Requires guidance to draws reasoned conclusions supported by some reading	Requires significant guidance to draw reasoned conclusion	Despite support limited ability to draw reasoned conclusion	Does not demonstrate the ability to draw reasoned conclusions

In collaboration with the learner, half-way feedback:

Indicative **Grade Boundary** (optional)

Half-way Action Plan:

End of Placement Feedback:

PILOT

LO10 Mark/Grade boundary Awarded*

Written mark/Grade boundary* (words).....

*as determined by the HEI

Learning Outcome 11 - Problem Solving, prioritising and planning

The learner is able to identify key priorities, issues, and problems in order to develop and modify plans to address these.

Domains	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good (50-59%) *50 = pass for MSc P/F	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
11.1 Ability to identify key issues, priorities and problems	Consistent ability to identify and define problem(s) and plan appropriate actions in predictable/unpredictable situations	Demonstrates an ability to identify and define problem(s) and plan appropriate actions in predictable/unpredictable situations	Demonstrates an ability to identify and define problem(s) and plan appropriate actions in predictable situations	Requires minimal guidance to identify and define problem(s) and plan appropriate actions in predictable situations	Requires support to identify and define problem(s) and plan appropriate actions in predictable situations	Requires support and significant prompting to identify and define problem(s) and plan appropriate actions in predictable situations	Despite support and prompting, limited ability to identify and define problem(s) and plan appropriate actions in predictable situations	Despite significant feedback and support fails to identify and define problem(s) and plan appropriate actions in predictable situations
11.2 Ability to set and modify goals and/or objectives to address identified issues	Consistent ability to modify the approach to the needs of the situation and shows an ability to reframe the problem	Demonstrates an ability to modify the approach to the needs of the situation and shows an ability to reframe the problem	Demonstrates an ability to modify the approach to the needs of the situation	Requires minimal guidance to modify the approach to the needs of the situation	Requires support to modify the approach to the needs of the situation	Requires support and significant prompting to modify the approach to the needs of the situation	Despite support and prompting, limited ability to modify the approach to the needs of the situation	Despite significant feedback and support fails to modify the approach to the needs of the situation
11.3 Ability to recognise the need to modify and implement changes to priorities and plan	Consistent ability to recognise the need to modify priorities and plans	Demonstrates an ability to recognise the need to modify priorities and plans	Developing an awareness in recognising the need to modify priorities and plans	Requires minimal guidance to recognise the need to modify priorities and plans	Requires support to recognise the need to modify priorities and plans	Requires significant guidance to recognise the need to modify priorities and plans	Despite support limited ability to recognise the need to modify priorities and plans	Does not demonstrate the ability to recognise the need to modify priorities and plans

In collaboration with the learner, half-way feedback:

Indicative **Grade Boundary** (optional)

Half-way Action Plan:

End of Placement Feedback:

PILOT

LO11 Mark/Grade boundary Awarded*

Written mark/Grade boundary* (words).....

*as determined by the HEI

Learning Outcome 12 - Putting plans into practice/implementation

The learner is able to practice effectively with application of their current physiotherapy knowledge, into the context of the placement setting

Domains	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good (50-59%) *50 = pass for MSc P/F	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
12.1 Ability to choose relevant interventions appropriate to the needs of the setting and/or service user	Consistent ability to choose relevant interventions appropriate to the needs of the setting and/or service user	Demonstrates an ability to choose relevant interventions appropriate to the needs of the setting and/or service user	Demonstrates an ability to choose some relevant interventions appropriate to the needs of the setting and/or service user	Requires minimal guidance to choose relevant interventions appropriate to the needs of the setting and/or service user	Requires guidance to choose relevant interventions appropriate to the needs of the setting and/or service user	Needs support and significant prompting to choose relevant interventions appropriate to the needs of the setting and/or service user	Despite support and prompting, limited ability to choose relevant interventions appropriate to the needs of the setting and/or service user	Despite significant feedback and support fails to choose relevant interventions appropriate to the needs of the setting and/or service user
12.2 Ability to safely apply relevant interventions appropriate to the needs of the setting and/or service user	Consistent ability to safely apply relevant interventions appropriate to the needs of the setting and/or service user	Demonstrates an ability to safely apply relevant interventions appropriate to the needs of the setting and/or service user	Demonstrates an ability to safely apply relevant interventions appropriate to the needs of the setting and/or service user most of the time	Requires minimal guidance to safely apply relevant interventions appropriate to the needs of the setting and/or service user	Requires guidance to safely apply relevant interventions appropriate to the needs of the setting and/or service user	Requires significant guidance to safely apply relevant interventions appropriate to the needs of the setting and/or service user	Despite support limited ability to safely apply relevant interventions appropriate to the needs of the setting and/or service user	Despite significant support fails to safely apply relevant interventions appropriate to the needs of the setting and/or service user
12.3 Ability to evaluate their selection and application of interventions	Consistent ability to evaluate their selection and application of interventions	Demonstrates an ability to evaluate their selection and application of interventions	Developing an awareness of how to evaluate their selection and application of interventions	Requires minimal support to evaluate their selection and application of interventions	Requires guidance to evaluate their selection and application of interventions	Requires significant guidance to evaluate their selection and application of interventions	Despite support limited ability to evaluate their selection and application of interventions	Does not demonstrate the ability to evaluate their selection and application of interventions

In collaboration with the learner, half-way feedback:

Indicative **Grade Boundary** (optional)

Half-way Action Plan:

End of Placement Feedback:

LO12 Mark/Grade boundary Awarded*

Written mark/Grade boundary* (words).....

*as determined by the HEI

Feedback from Others

Throughout the course of the placement the learner will be working alongside others including service users, members of the MDT and those in non-clinical roles amongst others. Feedback from such groups is extremely valuable and provides opportunity for learning.

Although this section is not compulsory, we strongly encourage the learner to actively use it throughout their practice placement.

Please use the space below to provide anonymous feedback to the learner.



A large empty rectangular box with a thin blue border, intended for providing anonymous feedback. A large, light gray watermark reading 'PILOT' is oriented diagonally across the center of the box.

Final Assessment Summary

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

Part 1 – Professional Behaviours and Responsibilities				
		Pass	Fail	
Part 2 – Learning Outcomes (*as determined by the HEI)				
		Pass	Fail	% or grade boundary*
Personal Development	1. Independent Learning			
	2. Application of Learning			
	3. Seeking, Reflecting on and Responding to Feedback			
	4. Organisation and Prioritisation			
Communication and Interpersonal Skills	5. Communication			
	6. Recording Information			
	7. Working with Others			
	8. Individuals, Communities and Populations			
Decision Making and Implementation	9. Evidence Based Practice			
	10. Gathering and Analysing Information			
	11. Problem Solving, Prioritising and Planning			
	12. Putting Plans into Practice			
Overall Learning Outcome Assessment* *as determined by the HEI				%
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 5		
Week 2			Week 6		
Week 3			Week 7		
Week 4			Week 8		

Total Hours completed =		
	Signed	Dated
Practice Educator		
Learner		

Please remember to complete the short survey to capture your feedback as a user of CPAF in its pilot phase. Using a smart phone please scan the below QR code to take you straight to the survey;

