



# Common Placement Assessment Form

(Level 5/SCQF Level 9)

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.

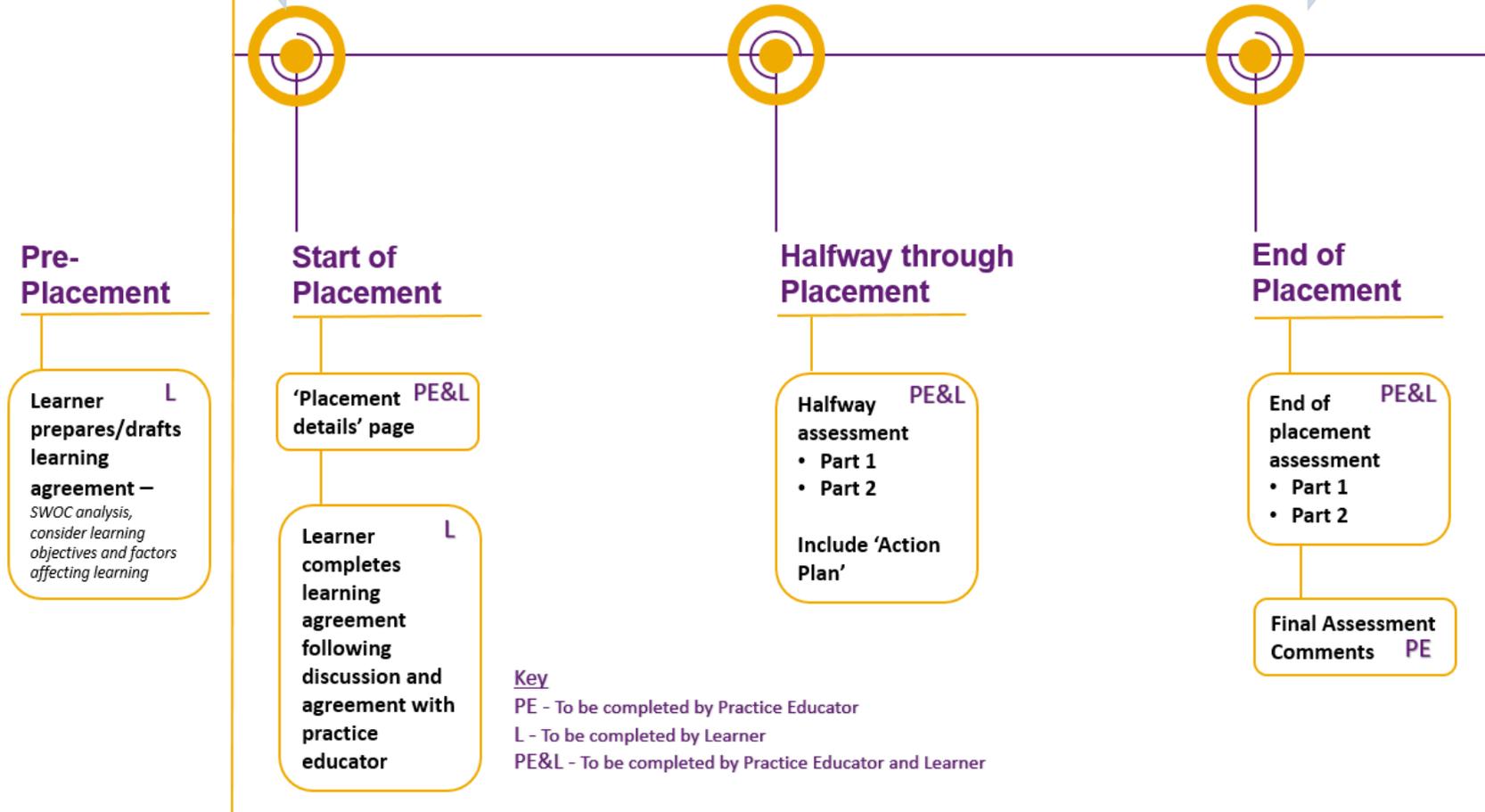
In order to evaluate the use of the form out in practice we need to capture valued feedback from all users - learners, practice educators and university representatives.

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
<b>Appropriately</b>	Right or suitable for stage of learning
<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</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>Professionalism</b>	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
<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

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

## **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.

<b>Learners Personal Learning Aim</b> (This should be Specific, Measurable, Achievable, Realistic and include a Time frame)	<b>Anticipated resources required to achieve</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>
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"> <li>• Following <a href="#">HCPC Guidance on Conduct and Ethics for Students (2016)</a> and <a href="#">CSP Code of Members' Professional Values and Behaviour (2019)</a></li> <li>• Adhering to organisational guidelines, policies and procedures</li> <li>• Managing sensitive information</li> <li>• Considering ethical and moral matters</li> <li>• Delivering a safe and effective service</li> <li>• Maintaining an awareness of limitations and scope of practice</li> </ul>		
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		

<b>End of Placement Assessment</b>		
<b>Criterion</b>	<b>Please Circle</b>	<b>Comments</b>
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	
<b>Practice Educators Comments</b>		
<i>Examples of when these have/have not been followed should be stated specifically as well as advice provided to learner</i>		
<b>Learner Comments</b>		
<i>Response to comments from Practice Educator(s). Please include verification that you are familiar with the necessary guidance/principles</i>		
<b>Practice Educator Declaration</b> <i>(to be completed at the final assessment)</i>		
<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	<b>Signed:</b>	
	<b>Dated:</b>	
<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)	<b>Signed:</b>	
	<b>Dated:</b>	

**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.

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

## 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%)	Satisfactory (40-49%) 40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
<b>1.1 Ability to identify personal learning and development needs and engage in a personalised plan designed to meet these needs</b>	Consistently and independently aware of own learning needs and uses appropriate strategies to further their professional development. Shows <b>initiative</b> in requesting help.	Consistently aware of own learning needs and uses appropriate strategies to further their professional development. Shows <b>initiative</b> in requesting help.	Aware of own learning needs and uses appropriate strategies to further their professional development. <b>Usually shows initiative</b> in requesting help.	<b>Appropriately and proactively seeks support to either</b> identify own learning needs <b>or</b> develop strategies to further their professional development.	<b>Needs support to</b> identify own learning needs <b>and</b> develop strategies to further their professional development.	<b>Needs support and significant prompting to</b> identify own learning needs <b>and</b> develop strategies to further their professional development.	<b>Despite feedback and support, limited ability to</b> identify own learning needs. Dependent upon educator to plan for professional development.	<b>Despite significant feedback and support fails to</b> identify and plan for professional development.
<b>1.2 Ability to identify and utilise a variety of learning and development resources and opportunities</b>	Consistently and independently identifies and utilises a <b>variety</b> of learning and development resources and opportunities	Consistently identifies and utilises a <b>variety</b> of learning and development resources and opportunities	<b>Appropriately and proactively seeks support to</b> identify and utilise a <b>variety</b> of learning and development resources and opportunities	<b>Requires support to identify</b> learning and development resources and opportunities	<b>Needs support to</b> identify learning and development resources and opportunities	<b>Needs support and significant prompting to</b> identify learning and development resources and opportunities	<b>Despite feedback and support, limited ability 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>1.3 Ability to reflect on their learning process</b>	Consistently and independently <b>demonstrates</b> reflection and resulting in suitable changes in their practice.	Consistently <b>demonstrates</b> reflection resulting in suitable changes in their practice.	<b>Demonstrates</b> reflection resulting in suitable changes in their practice.	<b>Usually demonstrates</b> reflection and evaluation of practice.	<b>Recognises value of</b> reflective practice but <b>needs guidance to</b> evaluate and alter practice.	<b>Recognises value of</b> reflective practice but <b>needs significant guidance to</b> evaluate and alter practice.	<b>Support required to</b> reflect on practice.	<b>Does not recognise</b> 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%)	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
<b>2.1 Ability to discuss and apply their knowledge base within the practice placement context</b>	<b>Consistently and independently</b> able to discuss and apply their knowledge base within the practice placement context	<b>Consistently</b> able to discuss and apply their knowledge base within the practice placement context.	<b>Demonstrates</b> the ability to discuss and apply their knowledge base with the practice placement context.	<b>Appropriately and proactively</b> seeks support to apply their knowledge base within the practice placement context	<b>Needs support to</b> apply their knowledge base within the practice placement context	<b>Needs support and significant prompting to</b> apply their knowledge base within the practice placement context	<b>Despite feedback and support, limited ability to</b> apply their knowledge base within the practice placement context	<b>Despite significant feedback and support fails to</b> apply their knowledge base within the practice placement context
<b>2.2 Ability to identify and utilise opportunities to further develop their knowledge base within the practice placement context</b>	<b>Consistently and independently</b> identifies opportunities to further develop their knowledge base within the practice placement context	<b>Consistently</b> identifies opportunities to further develop their knowledge base within the practice placement context	<b>Appropriately and proactively seeks support to</b> identify opportunities to further develop their knowledge base within the practice placement context	<b>Requires support to fully identify</b> opportunities to further develop their knowledge base within the practice placement context	<b>Needs support to</b> identify opportunities to further develop their knowledge base within the practice placement context	<b>Needs support and significant prompting to</b> identify opportunities to further develop their knowledge base within the practice placement context	<b>Despite feedback and support, limited ability to</b> identify opportunities to further develop their knowledge base within the practice placement context	<b>Despite significant feedback and support fails to</b> identify opportunities to further develop their knowledge base within the practice placement context
<b>2.3 Ability to reflect on the application of their knowledge base into practice</b>	<b>Consistently and independently demonstrates</b> reflection resulting in suitable changes in their practice.	<b>Consistently demonstrates</b> reflection resulting in suitable changes in their practice.	<b>Demonstrates</b> reflection resulting in suitable changes in their practice.	<b>Usually demonstrates</b> reflection and evaluation of practice.	<b>Recognises value of</b> reflective practice but <b>needs guidance to</b> evaluate and alter practice.	<b>Recognises value of</b> reflective practice but <b>needs significant guidance to</b> evaluate and alter practice.	<b>Support required to</b> reflect on practice.	<b>Does not recognise</b> 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%)	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
<b>3.1 Ability to appropriately seek feedback</b>	<b>Consistent*</b> and independent ability to appropriately seek feedback	<b>Consistent ability</b> to appropriately seek feedback	<b>Appropriately and proactively</b> seeks feedback	<b>Appropriately seeks</b> feedback	<b>Needs support to seek</b> feedback	<b>Needs support and significant prompting to seek</b> feedback	<b>Despite support and prompting, limited ability to seek</b> feedback	<b>Despite significant feedback and support fails to seek</b> feedback
<b>3.2 Ability to accept and reflect on feedback received</b>	<b>Consistently and independently</b> able to accept and reflect on feedback received	<b>Consistently</b> able to accept and reflect on feedback received	Accepts and <b>appropriately</b> reflects on feedback received	Requires <b>minimal support</b> to accept and reflect on feedback received	<b>Needs support to accept and reflect</b> on feedback received	<b>Needs significant support to accept and reflect</b> on feedback received	<b>Despite support, limited ability to accept and reflect</b> on feedback received	<b>Despite significant support fails to reflect</b> on feedback received
<b>3.3 Ability to modify personal and professional behaviour as needed in response to feedback received</b>	<b>Consistently and independently demonstrates</b> ability to modify personal and professional behaviour as needed in response to feedback received	<b>Consistently demonstrates</b> ability to modify personal and professional behaviour as needed in response to feedback received	<b>Demonstrates</b> the ability to modify personal and professional behaviour as needed in response to feedback received	Requires <b>minimal support</b> to modify personal and professional behaviour as needed in response to feedback received	<b>Recognises value of feedback but needs guidance to modify</b> personal and professional behaviour	<b>Recognises value of feedback but needs significant guidance</b> to modify personal and professional behaviour	<b>Despite support limited ability to modify</b> personal and professional behaviour as needed in response to feedback received	<b>Does not recognise</b> the need to modify personal and professional behaviour in response to feedback

**In collaboration with the learner, half-way feedback:**

Indicative **Grade Boundary** (optional) .....

**End of Placement Feedback:**

**Half-way Action Plan:**

PILOT

**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%)	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
<b>4.1 Ability to plan, prioritise and organise their workload and/or activity using appropriate available resources</b>	Consistently and independently demonstrates carrying out delegated activities (alone or with others) with <b>indirect supervision</b>	Consistently demonstrates carrying out delegated activities (alone or with others) with <b>indirect supervision</b>	<b>Demonstrates</b> carrying out delegated activities (alone or with others) with <b>indirect supervision</b>	Requires <b>minimal support</b> when carrying out delegated activities (alone or with others)	<b>Requires supervision</b> when carrying out a range of delegated activities (alone or with others)	<b>Needs support and significant prompting</b> when carrying out a range of delegated activities (alone or with others)	<b>Despite support and prompting, limited ability to</b> carry out a range of delegated activities (alone or with others)	<b>Despite significant feedback and support</b> fails to take responsibility for carrying out a range of delegated activities (alone or with others) with indirect supervision and act in the best interest of service users at all times
<b>4.2 Ability to adapt personal and professional behaviour and actions in response to the demands of the situation, service &amp; environment</b>	<b>Consistent*</b> and <b>independent</b> ability to modify personal behaviour & actions in response to feedback to meet the demands of a routine situation & to enhance own performance	<b>Consistently</b> able to modify personal behaviour & actions in response to feedback to meet the demands of a routine situation & to enhance own performance	<b>Proactively</b> modifies personal behaviour & actions in response to feedback to meet the demands of a routine situation & to enhance own performance	Requires <b>minimal guidance</b> to modify personal behaviour & actions in response to feedback to meet the demands of a routine situation & to enhance own performance	<b>Requires guidance</b> to modify personal behaviour & actions in response to feedback to meet the demands of a routine situation & to enhance own performance	<b>Requires significant guidance</b> to modify personal behaviour & actions in response to feedback to meet the demands of a routine situation & to enhance own performance support to accept and reflect on feedback received	<b>Despite support, limited ability to</b> modify personal behaviour & actions in response to feedback to meet the demands of a routine situation & to enhance own performance	<b>Despite significant support</b> fails to modify personal behaviour & actions in response to feedback to meet the demands of a routine situation & to enhance own performance
<b>4.3 Ability to acknowledge and evaluate the impact of their actions on themselves and the wider organisation</b>	Consistently and independently able to acknowledge and evaluate the impact of their actions on themselves and the wider organisation	<b>Consistently demonstrates</b> ability to acknowledge and evaluate the impact of their actions on themselves and the wider organisation	<b>Proactively seeks</b> to acknowledge and evaluate the impact of their actions on themselves and the wider organisation	Requires <b>minimal support</b> to acknowledge and evaluate the impact of their actions on themselves and the wider organisation	<b>Needs guidance</b> to acknowledge and evaluate the impact of their actions on themselves and the wider organisation	<b>Requires significant guidance</b> to evaluate the impact of their actions on themselves and the wider organisation	<b>Despite support limited ability to</b> evaluate the impact of their actions on themselves and the wider organisation	<b>Does not</b> demonstrate the ability to evaluate 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:**

**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%)	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
<b>5.1 Ability to effectively use a wide range of communication skills (verbal, non-verbal, written and listening) to share and receive information</b>	Consistently and independently able to communicate verbally with service users, carers, and the wider inter-disciplinary team, and can complete appropriate written communication.	Consistently able to communicate verbally with service users, carers, and the wider inter-disciplinary team, and can complete appropriate written communication.	Able to communicate verbally with service users, carers, and the wider inter-disciplinary team, and can complete appropriate written communication.	Requires minimal support to communicate verbally with service users, carers, and the wider inter-disciplinary team, and in the completion of written communication.	Needs support to communicate verbally with service users, carers, and the wider inter-disciplinary team, and in the completion of written communication.	Needs support and significant prompting to communicate verbally with service users, carers, and the wider inter-disciplinary team, and in the completion of written communication.	Despite support and prompting, limited ability to communicate verbally with service users, carers, and the wider inter-disciplinary team, and in the completion of written communication.	Despite significant feedback and support fails to communicate verbally with service users, carers, and the wider inter-disciplinary team, and in the completion of written communication.
<b>5.2 Ability to select and modify their communication skills to meet the needs of different stakeholders</b>	Consistent* and independent ability to adapt communication in the context of cultural, psychological, and social needs during interactions with service users and the wider inter-disciplinary team	Consistently able 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 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 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 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 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 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 cultural, psychological, and social needs during interactions with service users and the wider inter-disciplinary team
<b>5.3 Ability to professionally engage with information and communication technology, as appropriate within the practice placement context</b>	Consistently and independently able to engage with technology, particularly the use of ICT	Consistently demonstrates ability to engage with technology, particularly the use of ICT	Demonstrates an ability to engage with technology, particularly the use of ICT	Requires occasional support 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 appropriately 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%)	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
<b>6.1 Ability to identify, structure and record relevant information</b>	<b>Consistently and independently</b> demonstrates a <b>range</b> of approaches and techniques when gathering and recording information using pertinent resources	<b>Consistently</b> demonstrates a <b>range</b> of approaches and techniques when gathering and recording information using pertinent resources	Demonstrates a <b>range</b> of approaches and techniques when gathering and recording information using pertinent resources	Demonstrates <b>specific</b> approaches and techniques when gathering and recording information using <b>some</b> pertinent resources	<b>Requires support</b> to identify and use a range of sources to gather and record information	<b>Requires support and significant prompting</b> to identify and use a range of sources to gather and record information	<b>Despite support and prompting, limited ability</b> to identify and use a range of sources to gather and record information	<b>Despite significant feedback and support</b> fails to identify and use a range of sources to gather and record information
<b>6.2 Ability to select and apply appropriate formats when recording information, considering its purpose and identified stakeholder</b>	<b>Consistent*</b> and <b>independent</b> ability to select and apply appropriate formats when recording information, considering its purpose and identified stakeholder	<b>Consistently</b> able 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	Requires <b>minimal guidance</b> when selecting and applying appropriate formats when recording information, considering its purpose and identified stakeholder	<b>Requires guidance</b> when selecting and applying appropriate formats when recording information, considering its purpose and identified stakeholder	<b>Requires significant guidance</b> when selecting and applying appropriate formats when recording information, considering its purpose and identified stakeholder	<b>Despite support, limited ability to select and apply appropriate formats when recording information, considering its purpose and identified stakeholder</b>	<b>Despite significant support</b> fails to select and apply appropriate formats when recording information, considering its purpose and identified stakeholder
<b>6.3 Ability to reflect on and modify their approach and technique when recording information</b>	<b>Consistent*</b> and <b>independent</b> ability to reflect on and modify their approach and technique when recording information	<b>Consistent*</b> ability to reflect on and modify their approach and technique when recording information	<b>Demonstrates</b> an ability to reflect on and modify their approach and technique when recording information	Requires <b>minimal guidance</b> when reflecting on and modifying their approach and technique when recording information	<b>Requires guidance</b> when reflecting on and modifying their approach and technique when recording information	<b>Requires significant guidance</b> when reflecting on and modifying their approach and technique when recording information	<b>Despite support</b> limited ability to reflect on and modify their approach and technique when recording information	<b>Despite significant support</b> 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:**

PILOT

**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%)	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
<b>7.1 Ability to understand and respect the role and scope of themselves and others</b>	<b>Consistently and independently</b> able to analyse the role and scope of Physiotherapy specific to the placement area	<b>Consistently</b> able to analyse the role and scope of Physiotherapy specific to the placement area	<b>Demonstrates the ability to</b> analyse the role and scope of Physiotherapy specific to the placement area	<b>Requires minimal guidance</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>Needs support and significant prompting</b> when analysing the role and scope of Physiotherapy specific to the placement area	<b>Despite support and prompting, limited ability</b> when analysing the role and scope of Physiotherapy specific to the placement area	<b>Despite significant feedback and support</b> fails to analyse the role and scope of Physiotherapy specific to the placement area
<b>7.2 Ability to build effective and collaborative relationships, engaging with others (including stakeholders) and working as a team</b>	<b>Consistent*</b> and <b>independent</b> ability to build effective and collaborative relationships, engaging with others (including stakeholders) and working as a team	<b>Consistently</b> able to build effective and collaborative relationships, engaging with others (including stakeholders) and working as a team	<b>Demonstrates an ability to build effective and collaborative relationships, engaging with others (including stakeholders) and working as a team</b>	Requires <b>minimal guidance</b> when building effective and collaborative relationships, engaging with others (including stakeholders) and working as a team	<b>Requires guidance</b> to build effective and collaborative relationships, engaging with others (including stakeholders) and working as a team	<b>Requires significant guidance</b> to build effective and collaborative relationships, engaging with others (including stakeholders) and working as a team	<b>Despite support, limited ability</b> to build effective and collaborative relationships, engaging with others (including stakeholders) and working as a team	<b>Despite significant support</b> fails to build effective and collaborative relationships, engaging with others (including stakeholders) and working as a team
<b>7.3 Ability to identify and apply leadership skills into the practice environment</b>	<b>Consistently and independently</b> applies leadership skills into the practice environment	<b>Consistently</b> applies leadership skills into the practice environment	<b>Demonstrates an ability to</b> apply leadership skills into the practice environment	Requires <b>minimal guidance</b> when applying leadership skills into the practice environment.	<b>Requires guidance</b> when applying leadership skills into the practice environment	<b>Requires significant guidance</b> when applying leadership skills into the practice environment	<b>Despite support limited ability to</b> apply leadership skills into the practice environment	<b>Does not</b> 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%)	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
<b>8.1 Ability to treat people with dignity and respect, considering the individual's perspectives</b>	<b>Consistently and independently</b> ability to treat people with dignity and respect, considering the individual's perspectives, placing the needs of the person at the centre	<b>Consistent*</b> ability to treat people with dignity and respect, considering the individual's perspectives, placing the needs of the person at the centre	<b>Demonstrates</b> an ability to treat people with dignity and respect, considering the individual's perspectives, placing the needs of the person at the centre	<b>Requires minimal guidance</b> to treat people with dignity and respect, considering the individual's perspectives, placing the needs of the person at the centre	<b>Needs support</b> to treat people with dignity and respect, considering the individual's perspectives, placing the needs of the person at the centre	<b>Needs support and significant prompting</b> to treat people with dignity and respect, considering the individual's perspectives, placing the needs of the person at the centre	<b>Despite support and prompting, limited ability</b> to treat people with dignity and respect, considering the individual's perspectives, placing the needs of the person at the centre	<b>Despite significant feedback and support</b> fails to treat people with dignity and respect, considering the individual's perspectives, placing the needs of the person at the centre
<b>8.3 Awareness of the wider determinants of population health within the placement setting, promoting wellbeing</b>	<b>Consistent*</b> and <b>independent</b> ability to examine the wider determinants of population health within the placement setting	<b>Consistent*</b> ability to examine the wider determinants of population health within the placement setting	<b>Demonstrates</b> an ability to examine the wider determinants of population health within the placement setting	<b>Requires minimal guidance</b> to examine the wider determinants of population health within the placement setting	<b>Requires guidance</b> to examine the wider determinants of population health within the placement setting	<b>Requires significant guidance</b> to examine the wider determinants of population health within the placement setting	<b>Despite support limited ability</b> to examine the wider determinants of population health within the placement setting	<b>Despite significant support fails</b> to examine the wider determinants of population health within the placement setting
<b>8.3 Ability to promote anti discriminatory behaviour through articulating their own values and principles while acknowledging how these may differ from others</b>	<b>Consistent*</b> and <b>independent</b> ability to promote anti discriminatory behaviour through articulating their own values and principles while acknowledging how these may differ from others	<b>Consistent*</b> ability to promote anti discriminatory behaviour through articulating their own values and principles while acknowledging how these may differ from others	<b>Demonstrates</b> an ability to promote anti discriminatory behaviour through articulating their own values and principles while acknowledging how these may differ from others	<b>Requires minimal support</b> to promote anti discriminatory behaviour through articulating their own values and principles while acknowledging how these may differ from others	<b>Requires guidance</b> to promote anti discriminatory behaviour through articulating their own values and principles while acknowledging how these may differ from others	<b>Requires significant guidance</b> to promote anti discriminatory behaviour through articulating their own values and principles while acknowledging how these may differ from others	<b>Despite support limited ability</b> to promote anti discriminatory behaviour through articulating their own values and principles while acknowledging how these may differ from others	<b>Does not</b> 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%)	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
<b>9.1 Ability to source appropriate evidence to inform effective physiotherapy practice</b>	<b>Consistent* and independent</b> ability to source appropriate evidence to inform effective physiotherapy practice	<b>Consistent*</b> ability to source appropriate evidence to inform effective physiotherapy practice	<b>Demonstrates</b> an ability to source appropriate evidence to inform effective physiotherapy practice	<b>Requires minimal guidance</b> to source appropriate evidence to inform effective physiotherapy practice	<b>Needs support</b> to source appropriate evidence to inform effective physiotherapy practice	<b>Needs support and significant prompting</b> to source appropriate evidence to inform effective physiotherapy practice	<b>Despite support and prompting, limited ability</b> to source appropriate evidence to inform effective physiotherapy practice	<b>Despite significant feedback and support</b> fails to source appropriate evidence to inform effective physiotherapy practice
<b>9.2 Ability to use the evidence base to make reasoned and justified decisions for effective physiotherapy practice</b>	<b>Consistent* and independent</b> ability to use the evidence base to make reasoned and justified decisions for effective physiotherapy practice	<b>Consistent*</b> ability to use the evidence base to make reasoned and justified decisions for effective physiotherapy practice	<b>Demonstrates</b> an ability to use the evidence base to make reasoned and justified decisions for effective physiotherapy practice	<b>Requires minimal guidance</b> to use the evidence base to make reasoned and justified decisions for effective physiotherapy practice	<b>Requires guidance</b> to use the evidence base to make reasoned and justified decisions for effective physiotherapy practice	<b>Requires significant guidance</b> to use the evidence base to make reasoned and justified decisions for effective physiotherapy practice	<b>Despite support limited ability</b> to use the evidence base to make reasoned and justified decisions for effective physiotherapy practice	<b>Despite significant support</b> fails to use the evidence base to make reasoned and justified decisions for effective physiotherapy practice
<b>9.3 Ability to evaluate their application of evidence based practice</b>	<b>Consistent* and independent</b> ability to evaluate their application of evidence based practice	<b>Consistent*</b> ability to evaluate their application of evidence based practice	<b>Demonstrates</b> an ability to evaluate their application of evidence based practice	<b>Requires minimal support</b> to evaluate their application of evidence based practice	<b>Needs guidance</b> to evaluate their application of evidence based practice	<b>Requires significant guidance</b> to evaluate their application of evidence based practice	<b>Despite support limited ability</b> to evaluate their application of evidence based practice	<b>Does not</b> 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:**

**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%)	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
<b>10.1 Ability to process information from a range of sources and situations</b>	<b>Consistent* and independent</b> ability to process and analyse information from a <b>range of sources</b> and situations addressing ethical and professional issues	<b>Consistent*</b> ability to process and analyse information from a <b>range of sources</b> and situations addressing ethical and professional issues	<b>Demonstrates</b> an ability to process and analyse information from a <b>range of sources</b> and situations addressing ethical and professional issues	<b>With minimal guidance</b> is able to process and analyse information from <b>selective sources</b> and situations addressing ethical and professional issues	<b>Requires support to process and analyse information from selective sources and situations addressing ethical and professional issues</b>	<b>Requires support and significant prompting to process and analyse information from selective sources and situations addressing ethical and professional issues</b>	<b>Despite support and prompting, limited ability to process and analyse information from selective sources and situations addressing ethical and professional issues</b>	<b>Despite significant feedback and support fails to process and analyse information from selective sources and situations addressing ethical and professional issues</b>
<b>10.2 Ability to analyse information from a range of sources and situations</b>	<b>Consistent* and independent</b> ability to analyse information from a range of sources and situations	<b>Consistent*</b> ability to analyse information from a range of sources and situations	<b>Demonstrates</b> an ability to analyse information from a range of sources and situations	<b>With minimal guidance</b> is able to analyse information from a range of sources and situations	<b>Requires support to analyse information from a range of sources and situations</b>	<b>Requires significant guidance to analyse information from a range of sources and situations</b>	<b>Despite support limited ability to analyse information from a range of sources and situations</b>	<b>Despite significant support fails to analyse information from a range of sources and situations</b>
<b>10.3 Ability to draw reasoned conclusions from the analysed information</b>	<b>Consistently and independently</b> draws reasoned conclusion supported by <b>extensive reading</b>	<b>Consistently</b> draws reasoned conclusion supported by <b>extensive reading</b>	<b>Demonstrates</b> an ability to draw reasoned conclusion supported by <b>extensive reading</b>	<b>With minimal guidance</b> draws reasoned conclusion supported by <b>extensive reading</b>	<b>Requires guidance to draws reasoned conclusion supported by some reading</b>	<b>Requires significant guidance to draw reasoned conclusion</b>	<b>Despite support limited ability to draw reasoned conclusion</b>	<b>Does not demonstrate the ability to draw reasoned conclusions</b>

**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%)	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
<b>11.1 Ability to identify key issues, priorities and problems</b>	<b>Consistent* and independent</b> ability to identify and define problem(s) and plan appropriate actions	<b>Consistent*</b> ability to identify and define problem(s) and plan appropriate actions	<b>Demonstrates</b> an ability to identify and define problem(s) and plan appropriate actions	<b>Requires minimal guidance</b> to identify and define problem(s) and plan appropriate actions	<b>Needs support</b> to identify and define problem(s) and plan appropriate actions	<b>Needs support and significant prompting</b> to identify and define problem(s) and plan appropriate actions	<b>Despite support and prompting, limited ability</b> to identify and define problem(s) and plan appropriate actions	<b>Despite significant feedback and support</b> fails to identify and define problem(s) and plan appropriate actions
<b>11.2 Ability to set and modify goals and/or objectives to address identified issues</b>	<b>Consistent* and independent</b> ability to modify the approach to the needs of the situation and shows an ability to reframe the problem	<b>Consistent*</b> ability to modify the approach to the needs of the situation and shows an ability to reframe the problem	<b>Demonstrates</b> an ability to modify the approach to the needs of the situation and shows an ability to reframe the problem	<b>Requires minimal guidance</b> to modify the approach to the needs of the situation and shows an ability to reframe the problem	<b>Needs support</b> to modify the approach to the needs of the situation and shows an ability to reframe the problem	<b>Needs support and significant prompting</b> to modify the approach to the needs of the situation and shows an ability to reframe the problem	<b>Despite support and prompting, limited ability</b> to modify the approach to the needs of the situation and shows an ability to reframe the problem	<b>Despite significant feedback and support</b> fails to modify the approach to the needs of the situation and shows an ability to reframe the problem
<b>11.3 Ability to recognise the need to modify and implement changes to priorities and plan</b>	<b>Consistent* and independent</b> ability to recognise the need to modify priorities and plans	<b>Consistent*</b> ability to recognise the need to modify priorities and plans	<b>Demonstrates</b> an ability to recognise the need to modify priorities and plans	Requires <b>minimal guidance</b> to recognise the need to modify priorities and plans	<b>Needs support</b> to recognise the need to modify priorities and plans	<b>Requires significant guidance</b> to recognise the need to modify priorities and plans	<b>Despite support and limited ability</b> to recognise the need to modify priorities and plans	<b>Does not</b> 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%)	Satisfactory (40-49%) *40 = pass for BSc P/F	Fail (30-39%)	Fail (0-29%)
<b>12.1 Ability to choose relevant interventions appropriate to the needs of the setting and/or service user</b>	<b>Consistent* and independent</b> ability to choose relevant interventions appropriate to the needs of the setting and/or service user	<b>Consistent*</b> ability to choose relevant interventions appropriate to the needs of the setting and/or service user	<b>Demonstrates</b> an ability to choose relevant interventions appropriate to the needs of the setting and/or service user	<b>Requires minimal guidance</b> to choose relevant interventions appropriate to the needs of the setting and/or service user	<b>Needs support</b> to choose relevant interventions appropriate to the needs of the setting and/or service user	<b>Needs support and significant prompting</b> to choose relevant interventions appropriate to the needs of the setting and/or service user	<b>Despite support and prompting, limited ability</b> to choose relevant interventions appropriate to the needs of the setting and/or service user	<b>Despite significant feedback and support fails</b> to choose relevant interventions appropriate to the needs of the setting and/or service user
<b>12.2 Ability to safely apply relevant interventions appropriate to the needs of the setting and/or service user</b>	<b>Consistent* and independent</b> ability to safely apply relevant interventions appropriate to the needs of the setting and/or service user	<b>Consistent*</b> ability to safely apply relevant interventions appropriate to the needs of the setting and/or service user	<b>Demonstrates</b> an ability to safely apply relevant interventions appropriate to the needs of the setting and/or service user	<b>Requires minimal guidance</b> to safely apply relevant interventions appropriate to the needs of the setting and/or service user	<b>Requires guidance</b> to safely apply relevant interventions appropriate to the needs of the setting and/or service user	<b>Requires significant guidance</b> to safely apply relevant interventions appropriate to the needs of the setting and/or service user	<b>Despite support limited ability</b> to safely apply relevant interventions appropriate to the needs of the setting and/or service user	<b>Despite significant support fails</b> to safely apply relevant interventions appropriate to the needs of the setting and/or service user
<b>12.3 Ability to evaluate their selection and application of interventions</b>	<b>Consistent* and independent</b> ability to evaluate their selection and application of interventions	<b>Consistent*</b> ability to evaluate their selection and application of interventions	<b>Demonstrates</b> an ability to evaluate their selection and application of interventions	<b>Requires minimal support</b> to evaluate their selection and application of interventions	<b>Requires guidance</b> to evaluate their selection and application of interventions	<b>Requires significant guidance</b> to evaluate their selection and application of interventions	<b>Despite support limited ability</b> to evaluate their selection and application of interventions	<b>Does not</b> 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:**

PILOT

**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		

<b>Total Hours completed =</b>		
	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;

