



Faculty of Education Health and Wellbeing

Practice Assessment Document (PAD)

BSc (Hons) Physiotherapy - Year 2

Student Name:	
Student Number:	
Cohort:	
Module:	
Submission date:	

This document is the Practice Assessment Document (PAD) and **MUST** be submitted at the end of the placement period, please see Canvas for submission dates.

The Practice Development Document (PDD) otherwise known as the portfolio of evidence, does not need to be submitted until the end of placement 3. The PDD evidence will be used during the standardisation process to ensure consistency of marks amongst practice educators but will not be summatively assessed.

You are advised to keep a scanned copy of this document, as evidence of achievement in the event of loss of this document.

In the event of any query related to this practice assessment document please contact External Partnerships:

Email: [FEHWexternalpartnerships@wlv.ac.uk](mailto:FEHWexternalpartnerships@wlv.ac.uk)

Telephone: 01902 518630

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## Practice Support Contacts

<b>Practice Educator Name</b>	
<b>Email:</b>	
<b>Phone:</b>	
<b>University Link Tutor:</b>	
<b>Email:</b>	
<b>Phone:</b>	

### Placement Details:

<b>Name of Placement:</b>	
<b>Specialty:</b>	
<b>Contact Number</b>	
<b>Trust or Organisation:</b>	
<b>Dates of Placement:</b>	

## Initial Planning Meeting and Induction to Placement Area

THE FOLLOWING INFORMATION MUST BE COMPLETED:		
<b>Student to complete</b> <b>Disability/Specific Learning Needs disclosure:</b> you are advised that failure to disclose a disability/specific learning need may affect your progress on placement. If you decide not to disclose these factors will not be considered in any request for mitigation if you are unsuccessful on placement		
Tick as appropriate		
Do you wish to disclose a known disability/specific learning needs to your practice educator? (You do not need to provide details of this in this document)	<b>Yes</b>	<b>No</b>
Do you have a placement awareness sheet, from the Student Enabling Centre, detailing reasonable adjustments required?	<b>Yes</b>	<b>No</b>
If yes, please provide detail:		
You are also advised to disclose any change in health status or pregnancy, <b>as soon as this arises during the placement period</b> . You are advised to discuss this with your personal tutor prior to placement or to contact the link tutor whilst on placement. You do need to disclose details of any health condition in this document.		
<b>The following questions MUST be completed by the student and practice educator together during the interview or when any change in health status or pregnancy occurs</b>		
Disclosure of Ill Health or Pregnancy	<b>Yes</b>	<b>No</b>
Reasonable adjustments required?	<b>Yes</b>	<b>No</b>
If yes, please provide detail:		
Risk assessment required (this must be completed in the event of pregnancy)	<b>Yes</b>	<b>No</b>
If yes: date completed		
Completed by		
Signature		
Date		

I am aware of the following and have discussed them with my practice educator:	Yes	No
Action to be taken in the event of an emergency, including fire and evacuation procedures		
Location and access to policy and procedure manuals. In particular: <ul style="list-style-type: none"> <li>Manual handling policy/resources</li> <li>Infection prevention and control policy</li> <li>Health and safety at work regulations</li> </ul>		
Safeguarding of vulnerable individuals		
Placement information for students		
How to contact the Link Tutor		
I have also discussed the following with my practice educator:	Yes	No
Student emergency contact details		
Policy for telephone enquiries		
Reporting sickness and absence - understanding of policy		
Dress/uniform code		
Assessment of Practice		
Practice Development Document		

**Student Declaration:** I agree to abide by local policies and procedures, make known as soon as possible any concerns I have regarding my placement experience and take responsibility for my own learning.

Student Signature	Print Name	Date

**Practice Educator Declaration:** I agree to provide on-going support and constructive feedback to you throughout the placement and make known any concerns regarding your practice at the time.

Practice educator signature	Please print name	Date

## Negotiated Learning Objectives

Learning Outcome		Achieved? <i>Tick box</i>		
1.		Yes	No	Part
How will the learning objective be achieved?	Evidence in support of achievement:			
2.		Yes	No	Part
How will the learning objective be achieved?	Evidence in support of achievement:			
3.		Yes	No	Part
How will the learning objective be achieved?	Evidence in support of achievement:			
4.		Yes	No	Part
How will the learning objective be achieved?	Evidence in support of achievement:			

To be completed by the student prior to the relevant meeting with the practice educator.

LO	Midpoint Review	End of Placement
1		
2		
3		
4		

Any additional needs identified:



## Professional and Safety warnings

(Both practice educator and student should sign and date after a description of the incident. Any completed incident report forms should be attached to this document).

Date	Detail of meeting/visit	Name/ Signature

# Midpoint Review Record

Is the student progressing appropriately with relevant evidence to support learning and on target to meet the expected learning outcomes? Practice Educator to assess in relation to the Performance Level 5 Criteria on pages 20-22					
		FAIL	Borderline	PASS	
		Not progressing sufficiently	Working towards most learning outcomes	Working successfully towards all learning outcomes	Working well above the expected learning outcomes
1	Communication and Partnership Working				
2	Professional Values and Behaviour				
3	Assessment, reasoning and intervention				
4	Monitoring, evaluation and managing risk				
		Action Plan arising from midpoint review <u>must</u> be negotiated and recorded on pages 10 and 11 – <i>please notify link tutor at the earliest opportunity</i>		Action Plan arising from midpoint review <u>must</u> be negotiated and recorded on pages 10 and 11	

Specific areas of good practice:

Specific areas requiring further attention (relate to assessment learning outcomes and complete action plan below):

## Action Plan

Development needs identified and Action Plan as a result of midpoint discussion

Practice Educator Signature:	Print Name:	Date:
Student Signature:	Print Name:	Date:

**Link Tutor Midpoint Review Comments:**

	<b>YES/NO*</b> <b>* delete as appropriate</b>
Has the student had more than three occasions of sickness/absence or more than eight days of sickness/absence to date this year?	
If yes, consider occupational health referral	
Date Occupational Health contacted	
Person contacted	
Date of Meeting	
Link Tutor Name	
Link Tutor signature	

## Guidance for Practice Assessment

It is your (the student's) responsibility to collate all relevant evidence, using the practice development document (PDD), in support of the practice assessment. The practice educator will use the evidence presented to inform their decision regarding your overall level of competence, knowledge and performance in relation to the performance level descriptors on pages 20-22.

Assessment of practice is an ongoing activity that forms an essential part of the learning process. You are required to complete a practice development document (PDD), which is used throughout your entire time in practice in each year. The PDD is intended to work as a sub-section of your professional portfolio. It has a number of functions:

- collate evidence regarding your preparation for each placement
- provide an opportunity for critical reflection on your placement experiences and identification of personal learning outcomes
- collation of evidence from a variety of methods to demonstrate knowledge and competence. Templates have been devised to assist you with collating this evidence:
  - case-based discussion
  - directly observed procedures
  - reflection
  - clinical case summary
  - summary of research/evidence, linking theory to practice
  - service/user carer feedback form

You will need to allocate each piece of evidence a reference number, in accordance with the guidance in the PDD. This reference number should be entered into the relevant box(es) on the subsequent pages. One piece of evidence could be used against several learning outcomes.

As indicated above, the PDD will support the practice educator's assessment decision. Although it must be submitted with the assessment documents at the end of the placement period, to provide access to the supporting evidence during the standardisation of assessment events at the university, it is not an assessed document.

In addition to the PDD you will be given one Practice Assessment Document (PAD) for each 4 week period of practice learning, which must be completed by you and the practice educator and must be submitted as part of your summative assessment. If you are experiencing any difficulties collating relevant evidence or completing the assessment documentation please discuss these with your practice educator and the link tutor.

You will be assessed in each of the four areas namely: communication and partnership working; professional values and behaviour; assessment, reasoning and interventions; monitoring, evaluation and managing risk. Your practice will be graded against the performance level descriptors on pages 20-22. Further details regarding the assessment process can be found in the Placement Handbook.

## Professional Conduct

Whilst on placement you are expected to demonstrate professional values and behaviour at all times. To achieve this you are expected to adhere to the HCPC Guidance on conduct and ethics for students (2012), the HCPC Standards of conduct, performance and ethics (2016) and the Chartered Society of Physiotherapy Code of Professional Values and Behaviour (2012).

Where there are serious breaches of professional conduct the University Termination and Suspension of Placement procedures may be implemented by the Practice Educator/Practice Placement Manager/Clinical Placement Facilitator in consultation with the University. More information regarding this can be found in the Placement Learning Handbook.

Where a placement is terminated or suspended due to professional conduct you will be referred to the Faculty Suitability Panel. This panel considers evidence where there are concerns about a student's fitness for practice and/or serious breaches in code/s of professional practice/placement policies and procedures and decides whether further action is required. If it is considered that a student's conduct is incompatible with physiotherapy practice, then the student may be referred to the University Fitness to Practice Panel to be considered for discontinuation from the course.

N.B. You cannot terminate your own placement; students terminating their own placement without prior approval will be considered to have failed the placement and will not be eligible for a repeat placement.

## Graded Assessment

### Section One: Communication and Partnership Working

Learning Outcome:		Evidence Ref No in PDD (student to complete)
1.1	Uses a range wide range of routine and some advanced communication skills	
1.2	Develops a therapeutic relationship demonstrating sensitivity to the needs of others	
1.3	Initiates and maintains effective and appropriate communication strategies with colleagues, service users and their carers	
1.4	Works in partnership with service users, carers, other professionals, support staff and others to achieve shared goals	
1.5	Contributes effectively to working within a multi-disciplinary team	
1.6	Works with others to create activities and opportunities to promote learning and development	
1.7	Identifies relevant legislation, protocols and guidance for record keeping.	
Practice educator midpoint feedback:		

**Practice educator end of placement feedback:**

Signature.....Print Name .....Date .....

**Communication and Partnership Working level of performance:** Using the performance level 5 descriptors on pages 20-22 to determine grade *(please indicate grade boundary)*

Excellent 1 <sup>st</sup> 70-100%	Very Good 2:1 60-69%	Good 2:2 50-59%	Satisfactory 3rd 40-49%	Fail 1 Fail 30-39%	Fail 2 Fail 0-29%



## Graded Assessment

### Section Two: Professional Values and Behaviour

Learning Outcome:		Evidence Ref No in PDD
2.1	Practices within the legal, ethical and moral boundaries of physiotherapy practice, in accordance with professional body guidance and local policies and procedures	
2.2	Practises safely and effectively within their scope of practice and maintains high standards of personal and professional conduct	
2.4	Recognises, respects and values psychological, social and cultural differences and takes account of this within their daily work and decision making	
2.5	Respects the rights of service users by seeking consent, maintaining confidentiality and promoting non-discriminatory practice	
2.6	Recognises and takes responsibility for own personal and professional development	
2.7	Demonstrates reflection and self-critical awareness skills and responds appropriately to feedback	
2.8	Ability to manage own workload, responding to varying circumstances in a professional manner	
Practice educator midpoint feedback:		

Practice educator end of placement feedback:

Signature.....Print Name .....Date .....

**Professional Values and Behaviour level of performance:** Using the performance level 5 descriptors on pages 20-22 to determine grade (*please indicate grade boundary*)

Excellent 1st 70-100%	Very Good 2:1 60-69%	Good 2:2 50-59%	Satisfactory 3rd 40-49%	Fail 1 Fail 30-39%	Fail 2 Fail 0-29%

## Graded Assessment

### Section Three: Assessment, Reasoning and Interventions

Learning Outcome:		Evidence Ref No in PDD
3.1	Practises as an autonomous professional, exercising own professional judgement	
3.2	Justifies appropriate assessment techniques to complete a logical and holistic process of enquiry leading to accurate diagnosis	
3.3	Recognises the impact of culture, equality and diversity to inform SMART goal setting in partnership with service users and carers	
3.4	Demonstrates knowledge and understanding relevant to the area of practice, which underpins their individual scope of practice	
3.5	Works to consolidate and refine the performance of complex skills	
3.6	Uses research, clinical reasoning and a logical, systematic problem-solving approach to determine appropriate actions and develop management plans in partnership with service users and carers	
3.7	Puts the service user at the centre of their practice to enable them to make informed choices	
3.8	Facilitates the service user/carer to manage their own health, well-being and fitness	
Practice educator midpoint feedback:		

Practice educator end of placement feedback:

Signature.....Print Name .....Date .....

**Assessment, Reasoning and Interventions level of performance:** Using the performance level 5 descriptors on pages 20-22 to determine grade (*please indicate grade boundary*)

Excellent 1st 70-100%	Very Good 2:1 60-69%	Good 2:2 50-59%	Satisfactory 3rd 40-49%	Fail 1 Fail 30-39%	Fail 2 Fail 0-29%

## Graded Assessment

### Section Four: Monitoring, Evaluation and Managing Risk

Learning Outcome:		Evidence Ref No in PDD
4.1	Establishes and maintains a safe practice environment to minimise risk to the service user	
4.2	Recognises situations where the effectiveness, efficiency and quality of a service are compromised and takes appropriate action	
4.3	Evaluates planned interventions and activities using recognised outcome measures and revises the management plans in collaboration with the service user/carer	
4.4	Systematically collects, analyses and synthesises information to evaluate current practice and generate new understandings about practice	
4.5	Able to change their practice as needed to take account of new developments or changing contexts	
4.6	Monitors and assures the quality of practice and contributes towards the generation of data for quality monitoring and enhancement purposes	
Practice educator midpoint feedback:		

Practice educator end of placement feedback:

Signature.....Print Name .....Date .....

**Monitoring, Evaluation and Managing Risk level of performance:** Using the performance level 5 descriptors on pages 20-22 to determine grade (*please indicate grade boundary*)

Excellent 1st 70-100%	Very Good 2:1 60-69%	Good 2:2 50-59%	Satisfactory 3rd 40-49%	Fail 1 Fail 30-39%	Fail 2 Fail 0-29%

# University of Wolverhampton Summary

## Practice Final Assessment BSc (Hons)

### Physiotherapy

Student Name		Student No
Cohort		Year
Placement Name		
Placement Speciality		
Dates of Placement		
Practice Educator Name 1		
Practice Educator Name 2 (if applicable)		
Link Tutor Name		
Dates of Link Tutor Visits		

#### Student Clinical Assessment Profile: *(please tick)*

Grade Awarded	Excellent 1st 70-100%	Very Good 2:1 60-69%	Good 2:2 50-59%	Satisfactory 3rd 40-49%	Fail 1 Fail 30-39%	Fail 2 Fail 0-29%
1. Communication and Partnership Working						
2. Profession Values and Behaviour						
3. Assessment, Clinical Reasoning and Intervention						
4. Monitoring, Evaluation and Managing Risk						

Overall percentage mark awarded for placement (%)	
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N.B. if the overall percentage mark awarded for placement is below 40% please contact the Link Tutor prior to the final assessment

Practice Educator Name:.....

Signature .....Date .....

## BSc (Hons) Physiotherapy Year 2 Practice Grade

Practice Grade	Performance Level Descriptors - Level 5
<b>Excellent</b> <b>70% - 100%</b>	<p>Consistently demonstrates succinct accurate communication skills in demanding situations. Consistently demonstrates awareness and sensitivity to others in all circumstances. Meets professional and legal standards. Communication consistently comprehensive, accurate, concise and easy to read. Clinical reasoning evident and logical throughout documentation.</p> <p>Has observed confidentiality and obtained consent. Has consistently maintained professional standards throughout the placement even in the most demanding situations. Identifies appropriate strategies for further development. Consistently recognises own scope of practice, identifies and acknowledges team member contributions. Proactively seeks and acts on advice and consistently demonstrates initiative and discernment.</p> <p>Evidence of excellent preparation. Consistent demonstration of actively maximising learning opportunities. Consistent demonstration of reflection and critical awareness. Identifies own learning needs and strategies for development. Accepts feedback and able to adapt performance appropriately</p> <p>Consistent demonstration of efficient pace of work and time management, able to be flexible and adapt, even in challenging situations. Has independently planned own workload. Has actively maximised use of all resources. Proactively integrated into unit and interprofessional team</p> <p>Consistently applies appropriate assessment and treatment strategies, both routine and non-routine, even in challenging situations throughout the placement.</p> <p>Has consistently demonstrated a broad range of excellent practice skills. Practices autonomously within challenging and varying clinical situations.</p> <p>Consistently demonstrates evidence of ongoing effectiveness and evaluation across the caseload. Able to independently recognise the need to modify approach and carry this out in all situations. Selects most appropriate outcome measures with best evidence. Effective practice achieving treatment objectives.</p>
<b>Very Good</b> <b>60% - 69%</b>	<p>Evidence of very good preparation. Actively seeks learning opportunities. Demonstrates reflection and critical awareness but may require occasional support to alter practice. Able to identify own learning needs and strategies for development. Demonstrates accurate, concise and effective communication even in more complex situations. Demonstrates awareness and sensitivity to others.</p> <p>Meets professional and legal standards. Written communication comprehensive, accurate, concise, easy to read. Clinical reasoning evident and logical throughout documentation.</p>



	<p>Has observed confidentiality and obtained consent.</p> <p>Has maintained and adhered to professional standards in a variety of challenging situations. Clear recognition of own scope of practice. Accepts responsibility readily, initiating discussion pertinent to specific situations. Able to make effective contribution to the team. Seeks advice appropriately and implements change.</p> <p>Very good pace of work and time management usually able to be flexible and adapt to non-routine situations. Has planned own workload (with minimal assistance where appropriate). Has actively maximised use of all resources. Quickly integrated into Unit and interprofessional team.</p> <p>Utilises very good background knowledge to provide appropriate assessment and treatment strategies in both routine and non-routine situations. Occasional guidance may be required.</p> <p>Evidence of very good preparation. Actively seeks learning opportunities. Demonstrates reflection and critical awareness but may require occasional support to alter practice. Able to identify own learning needs and strategies for development.</p> <p>Makes good use of feedback and adapts performance with minimal prompting.</p> <p>Has a well-developed range of appropriate practice skills and good progression and adaptability in routine and non-routine situations. Demonstrates ability to work autonomously in most situations.</p> <p>Able to demonstrate evidence of ongoing effectiveness and evaluation across caseload. Able to independently recognise the need to modify approach even in non-routine situations. Selects most appropriate measure and supports decision with evidence.</p> <p>Effective practice achieving treatment objectives.</p>
<p><b>Good</b> <b>50% - 59%</b></p>	<p>Demonstrates effective communication in most situations, may need guidance in more complex situations. May need to be more concise. Demonstrates awareness and sensitivity to others in routine situations, responding to guidance where necessary.</p> <p>Meets professional and legal standards. Usually demonstrate order and clarity with occasional minor omission. May require support to be concise. Evidence of clinical reasoning demonstrated.</p> <p>Has observed confidentiality and obtained consent</p> <p>Has demonstrated consistent standards of professionalism. Usually able to recognise own scope of practice and recognise other team members and able to make contributions. Usually seeks advice appropriately and able to act on it. Willing to accept responsibility. Using initiative and discernment when requesting help.</p> <p>Good pace of work and time management in routine situations, may require support in non-routine situations. Has planned own workload with minimal assistance. Has made good use of all the resources. Has integrated well into the unit and adapted to local model of work.</p> <p>Draws on good background knowledge. Usually selects, justifies and applies appropriate assessment and treatment strategies in the routine situation. May require guidance to use knowledge in the non-routine situation.</p> <p>Evidence of good preparation. Usually able to reflect and evaluate own performance but need support to alter practice. Able to identify own learning needs. May require support to develop strategies for development.</p> <p>Accepts feedback readily but requires occasional support to adapt performance.</p> <p>Able to demonstrate evidence of ongoing effectiveness and evaluation, may require occasional support. Able to modify approach in routine situations, may require guidance in non-routine situations.</p>

	<p>Has a range of safe and appropriate practice skills and usually able to progress or adapt to patients needs. Demonstrates ability to work autonomously in routine situations, may require support in non-routine situations</p> <p>Selects appropriate measures using appropriate evidence. Effective practice achieving treatment objectives.</p>
<p><b>Satisfactory</b> <b>40% - 49%</b></p>	<p>Demonstrates appropriate and accurate communication in routine contexts, may require prompting. Occasionally demonstrates difficulty in some aspects of communication, responds to guidance.</p> <p>Requires significant support to recognise more complex situations. Some evidence of awareness and sensitivity with scope for improvement.</p> <p>Meets professional and legal standards. Possible minor inaccuracies and omissions requiring some support. Some guidance required to improve clarity. Some evidence of clinical reasoning demonstrated.</p> <p>Has observed confidentiality and obtained consent. Has demonstrated an acceptable standard in all aspects of professionalism, may have required some guidance. May require prompting to recognise own scope of practice or recognise the role or contribution of team. Acts in a responsible manner but occasionally demonstrates difficulty to show initiative or adaptability. Respectful to others. Seeks advice when necessary, may need prompting.</p> <p>Background knowledge applied appropriately in routine assessment and treatment strategies, may require guidance. Evidence of satisfactory preparation.</p> <p>Demonstrates reflection but needs significant guidance and support to alter practice. Able to identify learning needs with prompting. Support required for self-development. Accepts feedback but may require support to adapt performance.</p> <p>Able to select and apply practice skills in routine situations but may require significant guidance. Demonstrates safe and acceptable skills. Able to progress or adapt practice skills to patient needs with support. Demonstrates some limited ability to work autonomously</p> <p>May require guidance and support to carry an appropriate workload. Has worked at an acceptable pace where the situation was routine and not exceptionally demanding. Planned own workload with some assistance. May need support to be flexible and/or work at a satisfactory pace. Utilised team members and resources with prompting.</p> <p>Has integrated into unit and adapted to local model of work.</p> <p>May require guidance to demonstrate evidence of ongoing effectiveness and evaluation. Prompting required to recognise need to modify approach. Able to select appropriate measures with guidance. Effective within appropriate scope of practice. Most treatment objectives achieved.</p> <p>Despite feedback and support limited or inconsistent ability to meet professional and legal requirements.</p>
<p><b>Fail I</b> <b>Fail</b> <b>30% - 39%</b></p>	<p>Despite feedback and support limited or inconsistent ability to communicate appropriately with some or all parties. (E.g. uncomfortable or over confident). Despite feedback and support limited or inconsistent ability to recognise the impact of inappropriate or inaccurate communication.</p> <p>Lacks awareness and sensitivity.</p> <p>Despite feedback documentation lacks order, clarity or inaccurate. Support required to document clinical reasoning</p> <p>Has observed confidentiality and obtained consent</p>

	<p>Despite feedback and support has shown limited ability to behave in a professional manner. Limited ability or difficulty in recognising own scope of practice. Fails or limited ability to acknowledge or respect other team member's contributions. Demonstrates limited enthusiasm and/or overconfidence. Demonstrates limited or inadequate initiative and lacks adaptability. Avoids seeking advice or requires repeated prompting.</p> <p>Possible evidence of unprofessional conduct. Episodes of unprofessional/unsafe conduct should be documented with the Practice Assessment Document.</p> <p>Despite feedback and support limited or inconsistent ability to carry an appropriate workload. Has worked unacceptably slowly or inflexibly throughout the placement. Has limited ability to utilise time and/or resources available. Has found integration into unit difficult, unable to adapt to local model of work.</p> <p>Despite feedback and support, limited ability to utilise background knowledge appropriately in routine assessment and treatment strategies.</p> <p>Minimal or inadequate evidence of preparation. Despite feedback and support unable or limited ability to reflect on performance in order to identify learning needs or develop performance. Reliant on educator guidance to improve performance. Unable to accept feedback/advice and/or fails to act upon it.</p> <p>Despite feedback and support limited or inconsistent ability to select or apply practice skills in routine situations. Demonstrates unsafe or unacceptable skill. Limited ability or unable to progress or adapt skills to patient needs. Limited awareness of positioning of patient and self</p> <p>Despite feedback and support limited or inconsistent ability to demonstrate evidence of effectiveness and evaluation; limited or poor ability to recognise need to modify approach. Unable or fails to select appropriate measures despite guidance and support. Treatment objectives largely or partially unmet.</p>
<p><b>Fail II</b> <b>Fail</b> <b>0% - 29%</b></p>	<p>Despite feedback, continually has difficulty in developing professional relationships and is insensitive to the needs of others. Fails to recognise complex situations and has difficulty with routine situations. Does not recognise and/or allows personal incompatibility to interfere with the therapeutic relationship.</p> <p>Does not overcome awkwardness or overconfidence.</p> <p>Despite feedback communication remains ineffective. Explanations / instructions are inadequate or inappropriate.</p> <p>Does not listen attentively and/or make appropriate eye contact.</p> <p>Does not recognise impact of inappropriate communication.</p> <p>Despite significant support fails to identify, plan or evaluate own learning. Does not show initiative and/or discernment in requesting help. Despite feedback and support fails to demonstrate change in practice and may be defensive or inappropriate.</p> <p>Despite significant support fails to accept responsibility for own workload.</p> <p>Approach is inflexible and is unable to adjust to varying circumstances. Despite support does not recognise limitations or seek advice. Unable to make referrals.</p> <p>Despite prompting and support is unsafe and/or ineffective in application of assessment and treatment strategies.</p> <p>Skills are unacceptable and/or inappropriate to the practice environment or the patient/client needs.</p> <p>Despite significant support does not recognise the importance of the patient/client (and/or carers) role and opinion.</p>

	<p>Despite support is unable to rationalise choice of appropriate assessment techniques. Lack of supporting evidence. Despite guidance, thought processes are unclear. Inconsistent in completing appropriate assessments and unable to complete within a reasonable timeframe.</p> <p>Despite support is unable to analyse and evaluate information to form a physiotherapy diagnosis and develop problem lists. Does not consider the patient/client view.</p> <p>Despite guidance and support is unable to select appropriate treatment plans</p> <p>Despite guidance and support documentation is either of poor quality or absent.</p> <p>Despite support does not monitor interventions and / or is unable to determine whether to continue, change or stop intervention.</p> <p>Guidance and support makes no attempt to select outcome/objective measures. Does not recognise the value of outcome measures.</p>
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## BSc (Hons) Physiotherapy Timesheet

<b>Student Name</b>	<b>Student No</b>
<b>Cohort</b>	<b>Year</b>
<b>Placement Name</b>	
<b>Placement Specialty</b>	
<b>Practice Educator Name 1</b>	
<b>Practice Educator Name 2 (if applicable)</b>	

Week Commencing	Mon	Tues	Wed	Thurs	Fri	Sat	Sun

*Insert number of hours worked, excluding breaks.*

Student Signature .....Date .....

Practice Educator Signature .....

Print Name ..... Date .....

## Student's Evaluation of Placement

Students must record their own evaluation of the placement. This form is NOT complete until this has been done.

What aspects/objectives do you want to develop in your next practice experience?

1.

2.

3.

4.

Student Signature ..... Date .....

Seen by Practice Educator (Signature) .....

Print Name ..... Date .....

