



Faculty of Education Health and Wellbeing

Practice Assessment Document (PAD)

BSc (Hons) Physiotherapy - Year 3

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

Telephone: 01902 518630

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Practice Support Contacts

Practice Educator Name	
Email:	
Phone:	
University Link Tutor:	
Email:	
Phone:	

Placement Details:

Name of Placement:	
Specialty:	
Contact Number	
Trust or Organisation:	
Dates of Placement:	

Initial Planning Meeting and Induction to Placement Area

THE FOLLOWING INFORMATION MUST BE COMPLETED:		
Student to complete Disability/Specific Learning Needs disclosure: 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)	Yes	No
Do you have a placement awareness sheet, from the Student Enabling Centre, detailing reasonable adjustments required?	Yes	No
If yes, please provide detail:		
You are also advised to disclose any change in health status or pregnancy, as soon as this arises during the placement period . 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.		
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		
Disclosure of Ill Health or Pregnancy	Yes	No
Reasonable adjustments required?	Yes	No
If yes, please provide detail:		
Risk assessment required (this must be completed in the event of pregnancy)	Yes	No
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"> Manual handling policy/resources Infection prevention and control policy Health and safety at work regulations 		
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 Objectives		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	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 <i>must</i> 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 <i>must</i> 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:

	YES/NO* * delete as appropriate
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 NameDate

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 st 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 NameDate					

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 NameDate

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 3 Practice Grade

Practice Grade	Performance Level Descriptors - Level 6
<p>Excellent 70% - 100%</p>	<p>Consistently initiates and maintains appropriate relationships respecting the values, beliefs and practices of individuals. Recognises complex situations including those of personal incompatibility and manages them professionally and effectively.</p> <p>Consistently contributes to the team effectively. Is confident, proactive and collaborative</p> <p>Consistently selects and demonstrates an effective and flexible communication style, modifying as appropriate.</p> <p>Consistently aware of own learning needs and uses appropriate strategies to further their professional development</p> <p>Consistently responds appropriately to feedback and demonstrates effective reflection and self-critical awareness skills. Critically analyses own practice and recognises own limitations.</p> <p>Consistently demonstrates effective prioritisation and management of workload. Consistently uses initiative and is flexible when dealing with unpredictable circumstances. Consistently demonstrates application of a wide variety of appropriate, safe and effective assessment and treatment strategies. Justifies prioritisation of problems with comprehensive knowledge and skills</p> <p>Demonstrates accurate skills and is flexible and innovative in their application. Consistently demonstrates effectiveness in transferring and adapting skills to the practice environment and the patient/client needs.</p> <p>Consistently monitors interventions working collaboratively with appropriate persons to continue, change, or cease an intervention. Justifies decisions with reference to patient/client goals, outcome/objective measures, experience, and available evidence.</p> <p>Is appropriate and proactive in health education and promotion, demonstrating a non-judgemental approach.</p> <p>Consistently able to demonstrate clinical reasoning to support clinical decisions with the use of relevant evidence. Completes comprehensive, sensitive and flexible assessments within a reasonable timeframe.</p> <p>Consistently able to analyse and evaluate information collected to form a physiotherapy diagnosis and develop problem lists that are appropriate and collaboratively tailored to the individual. Documentation is consistently concise and systematic. The process of decision-making is Consistently transparent and logical.</p> <p>Identifies and makes appropriate referrals. Consistently selects and justifies use of appropriate outcome/objective measures and is able to support decisions with relevant evidence.</p>
<p>Very Good 60% - 69%</p>	<p>Initiates and maintains appropriate relationships respecting the values, beliefs and practices of individuals. Recognises complex situations including those of personal incompatibility, appropriately seeks help and responds to guidance .Contributes to the team effectively, building and sustaining appropriate relationships.</p> <p>Selects and demonstrates an effective and flexible communication style, modifying as appropriate.</p> <p>Aware of own learning needs and uses appropriate strategies to further their professional development. Recognises limitations and appropriately seeks advice.</p> <p>Responds appropriately to feedback and demonstrates effective reflection and self critical awareness skills resulting in suitable changes in their practice.</p> <p>Demonstrates effective prioritisation and management of workload.</p> <p>Uses initiative and is flexible when dealing with unpredictable circumstances.</p> <p>Demonstrates application of a variety of appropriate, safe and effective assessment and treatment strategies.</p>

	<p>Demonstrates accurate skills and is flexible in their application.</p> <p>Demonstrates effectiveness in transferring and adapting skills to the practice environment and the patient/client needs.</p> <p>Is appropriate and active in health education and promotion, demonstrating a non-judgemental approach</p> <p>Able to explain choice for appropriate assessment techniques and supports decisions with relevant evidence. Completes comprehensive and sensitive assessments within a reasonable timeframe.</p> <p>Able to analyse and evaluate information collected to form a physiotherapy diagnosis and develop problem lists that are appropriate, taking into account the patient/client view. Is able to draw on knowledge and skills to justify prioritisation of problems.</p> <p>Designs and justifies appropriate treatment plans collaboratively with appropriate persons..</p> <p>Selects and justifies use of appropriate outcome/objective measures. Able to support decisions with relevant evidence.</p> <p>Documentation is concise and systematic. The process of decision-making is transparent and logical.</p> <p>Monitors interventions working collaboratively with appropriate persons to continue, change or cease an intervention.</p> <p>Justifies decisions with reference to patient/client goals, outcome/objective measures, and available evidence.</p>
<p>Good 50% - 59%</p>	<p>Demonstrates appropriate relationships respecting the values, beliefs and practices of individuals. Demonstrates effective communication in routine situations. Recognises difficulties but may require guidance in complex situations.</p> <p>Recognises complex situations including those of personal incompatibility. Tentative in seeking help but adjusts behaviour in response to feedback.</p> <p>Contributes to the team effectively, but can be tentative in approach to some members of the team.</p> <p>Able to either identify own learning needs or to take responsibility for own learning. Shows initiative in requesting help.</p> <p>Demonstrates reflection and evaluation of practice but may need support to alter practice. Accepts feedback and sometimes implements change.</p> <p>Is able to manage workload and usually prioritises appropriately. Shows initiative and demonstrates flexibility, but needs some guidance when dealing with unpredictable circumstances.</p> <p>Provides feedback regarding caseload, may occasionally require prompting.</p> <p>Recognises limits of own practice and seeks advice.</p> <p>May require guidance to identify need to refer on, but is able to make referrals. Demonstrates application of appropriate, safe and effective assessment and treatment strategies, but may require prompting to monitor application of interventions.</p> <p>Demonstrates accurate practical skills. Demonstrates an ability to transfer and adapt skills to the practice environment and the patient/client needs Is active in health education and promotion.</p> <p>Considers the patient/client (and/or carers) role and their opinions, but may require guidance to integrate within patient/client management.</p> <p>Able to explain choice of assessment techniques and offers some supporting evidence. Thought processes are clear but may require guidance.</p> <p>Completes appropriate assessments and usually completes within a reasonable timeframe. Able to analyse and evaluate information collected to form a physiotherapy diagnosis and develop problem lists that are appropriate. May require guidance in non-routine situations either to integrate the patient/client view or to draw on knowledge and skills to prioritise problems.</p> <p>Designs appropriate treatment plans then discusses plans with appropriate persons. May require guidance to justify. Supports decisions with evidence.</p>

	<p>May require guidance to be concise or systematic. The process of decision-making is not always transparent or logical. Monitors interventions and justifies decisions to continue, change or cease an intervention.</p> <p>May require prompting to work collaboratively with appropriate persons or implement strategies when direct intervention stops. Selects appropriate outcome/objective measures. May require guidance to justify. Offers supporting evidence.</p>
<p>Satisfactory 40% - 49%</p>	<p>Demonstrates appropriate relationships but may occasionally demonstrate awkwardness or overconfidence. Usually recognises complex situations including those of personal incompatibility but requires support to address issues. Evidence of behavioural change in response to feedback.</p> <p>Contributes to the team, but may require prompting to initiate and/or maintain their role within the team. Evidence of behavioural change in response to feedback. Demonstrates appropriate communication in routine situations,</p> <p>Needs guidance to recognise complex situations, evidence of behavioural change in response to feedback. Seeks guidance to identify their needs and take responsibility for their own learning. Shows some initiative in requesting help. Recognises value of reflective practice but needs guidance to evaluate and alter practice. Accepts feedback but requires support to implement change. Recognises need to manage own workload but needs guidance with prioritisation or management.</p> <p>Needs prompting to take initiative, recognizes the importance of being flexible but needs guidance when dealing with unpredictable circumstances.</p> <p>Provides feedback regarding caseload, often requires prompting. Recognises limits of own practice but seeks confirmation to support decisions. Requires guidance to identify need to refer on, but is able to make referrals.</p> <p>Demonstrates the application of appropriate safe and effective assessment and treatment strategies, but requires prompting to monitor application of interventions.</p> <p>Demonstrates acceptable practical skills.</p> <p>Demonstrates some transference and adaptation of skills to the practice environment and the patient/client needs.</p> <p>Participates in health education and promotion in routine situations, requires prompting in more complex situations.</p> <p>Identifies the patient/client (and/or carers) role and opinion, but requires guidance to integrate within patient/client management.</p> <p>Able to explain choice of assessment techniques only in routine situations and offers some supporting evidence. Thought processes may not be clear and may occasionally require guidance. Completes appropriate assessments but struggles to complete within a reasonable timeframe. Able to analyse and evaluate information collected to form a physiotherapy diagnosis and develop problem lists that are appropriate, but may require guidance to integrate the patient/client view and to prioritise problems. Selects appropriate treatment plans but thought processes may not be clear and requires guidance to justify. Offers some supporting evidence.</p> <p>In routine situations, monitors interventions and justifies decisions to continue, change or cease an intervention, requires prompting in more complex situations.</p> <p>Requires guidance to work collaboratively or implement strategies when direct intervention stops</p> <p>Recognises the value of outcome/objective measures but requires guidance to select appropriately. May offer some supporting evidence</p> <p>Requires guidance to be concise or systematic. The decision-making process is not always transparent and logical.</p>
<p>Fail I</p>	<p>Despite feedback, limited demonstration of appropriate relationships or sensitivity to the needs of others. Awkwardness or overconfidence in interactions with limited ability to overcome this. Requires support to recognise complex situations including those</p>

<p>Fail 30% - 39%</p>	<p>of personal incompatibility. Support required to function as a member of the team. Awkwardness or overconfidence with limited ability to overcome this.</p> <p>Demonstrates appropriate communication in routine situations, Needs guidance to recognise complex situations, evidence of behavioural change in response to feedback. Support required to identify, plan and evaluate own learning.</p> <p>Limited initiative and/or discernment in requesting help. Support required to reflect on or implement change in practice.</p> <p>Listens to feedback but does not act on it Support required to prioritise and / or manage own workload. Does not take initiative and does not show flexibility with varying circumstances. Constant prompting needed to provide feedback regarding caseload.</p> <p>Support required to recognise limitations and make appropriate referrals. Support required to apply safe and effective assessment and treatment strategies. Does not consistently monitor interventions. Despite prompting demonstrates poor or inflexible skills and has difficulty adapting skills to the practice environment or the patient/client needs.</p> <p>Shows limited awareness of, but does not recognise need to participate in, health education and promotion.</p> <p>Despite support does not identify the patient/client (and/or carers) role and opinion</p> <p>Support required to reason choice of appropriate assessment techniques. Poor supporting evidence.</p> <p>Even with guidance thought processes are still sometimes unclear.</p> <p>Inconsistent in completing appropriate assessments and struggles to complete within a reasonable timeframe.</p> <p>Support required to analyse and evaluate information to form a physiotherapy diagnosis and develop problem lists that are appropriate.</p> <p>Rarely considers the patient/client view. Demonstrates limited knowledge and skills to prioritise problems.</p> <p>Support required to select appropriate treatment plans.</p> <p>Despite guidance thought processes remain unclear and continually fails to consider available resources.</p> <p>Poor supporting evidence.</p> <p>Guidance required to complete documentation. Despite support is unable to demonstrate decision making.</p> <p>Support required to monitor routine interventions and to make decisions to continue, change or cease an intervention.</p> <p>Support required to work collaboratively or implement strategies when direct intervention stops</p> <p>Aware of outcome/objective measures, but does not recognise their value. Despite guidance fails to select appropriate outcome measures.</p>
<p>Fail II Fail 0% - 29%</p>	<p>Despite feedback, continually has difficulty in developing professional relationships and is insensitive to the needs of others.</p> <p>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>Despite support has difficulty in developing appropriate relationships with team members.</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.</p> <p>Does not recognise the value of reflective practice. Despite feedback and support fails to demonstrate change in practice and may be defensive or inappropriate. Despite significant support fails to accept responsibility for own workload.</p>

Approach is inflexible and is unable to adjust to varying circumstances. Despite constant prompting fails to provide accurate feedback regarding caseload. Despite support does not recognise limitations or seek advice. Unable to make referrals. Despite prompting and support is unsafe and/or ineffective in application of assessment and treatment strategies. Fails to monitor interventions;

Skills are unacceptable and/or inappropriate to the practice environment or the patient/client needs.

Does not participate in, or show an awareness of, health education and promotion.

Despite significant support does not recognise the importance of the patient/client (and/or carers) role and opinion.

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.

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. Unable to prioritise.

Despite guidance and support is unable to select appropriate treatment plans

Despite guidance and support documentation is either of poor quality or absent.

Despite support does not monitor interventions and / or is unable to determine whether to continue, change or stop intervention.

Does not recognise the need to work collaboratively or implement strategies when direct intervention stops

Despite guidance and support makes no attempt to select outcome/objective measures. Does not recognise the value of outcome measures.

BSc (Hons) Physiotherapy Timesheet

Student Name	Student No
Cohort	Year
Placement Name	
Placement Speciality	
Practice Educator Name 1	
Practice Educator Name 2 (if applicable)	

Week Commencing	Mon	Tues	Wed	Thurs	Fri	Sat	Sun

Insert number of hours worked, excluding breaks.

Student SignatureDate

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 SignatureDate

Seen by Practice Educator (Signature)

Print Name Date

