

Chartered Society  
of Physiotherapy

# Common Placement Assessment Form

Level 6 / SCQF 10



September 2024

**Learner (student)**

Name

University

Contact (E-mail & Phone)

**Practice Educator(s)**

Name(s)

Contact (E-mail & Phone)

**University Link Tutor**

Name(s)

Contact (E-mail & Phone)

**Placement**

Dates

From

To

Organisation Name

Practice Site

Speciality

Marking Scheme

Graded

Pass / Fail

Please select the pass/fail option if you are marking pass/fail and do not want to give a formative mark.

**Important: only use Adobe Acrobat Reader (free) or Pro to edit this form. Other PDF editors may cause malfunctions or data loss.**

**Summary box**

UNIVERSITY USE ONLY	
PASS / FAIL	
GRADE	
NUMBER OF HOURS COMPLETED	hours

# Final Assessment Summary

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

Professional Behaviours and Responsibilities				
Learning Domains				
		<b>Pass</b>	<b>Fail</b>	
<b>Personal Development</b>	1. Independent Learning			
	2. Seeking, reflecting on and responding to feedback			
	3. Organisation and prioritisation			
<b>Interpersonal Skills</b>	4. Communication			
	5. Working with others			
	6. Individuals, communities and populations			
<b>Decision Making and Implementation</b>	7. Gathering and analysing information			
	8. Evidence-based practice			
	9. Reasoning and intervention			
	10. Recording information			
<b>Overall Learning Domain Assessment</b> The assessment will fail if any one of the learning domains is failed. In such a case, please enter the mark that reflects a failing grade.				
<b>Hours of Placement Completed</b>		<b>Hours</b>		

Educator Name	Date	Professional Role

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## Chapter 1 Assessment Guidance overview.

### Assessment Guidance Overview

Please ensure that you refer to the CPAF guidance documentation for detailed information to support your completion of this form.

The CPAF is made up of 4 key parts;

1. Learning Agreement

The learner should prepare the learning agreement and complete this section following discussion and agreement with the practice educator. This should also be reviewed at midway and end of placement but is applicable on every day of placement.

2. Professional Behaviours and Responsibilities

This section should be completed at midway and end of placement.

3. Learning Domains

This section should be completed at midway and end of placement.

4. Feedback from Others

Learners are assessed on the following parts at both the midway and end of placement points: professional behaviours and responsibilities and learning domains. They **MUST** both be passed independently by the final assessment.

Cause for concern (appendix 1) should be completed, if there are concerns at any time in the placement that the learner may not pass the professional behaviours and/or learning domains. The relevant university tutors should also be informed immediately if this form has been completed.

### Learning Agreement

The Learning Agreement is not formally marked. However, information recorded here can help evidence achievement of the learning domains. Please ensure this part is completed and discussed between learner and practice educator(s) at regular intervals. Learners should revisit this section frequently adding to it as the placement progresses to help learners to get the most out from their time in practice.

There are 3 parts to the learning agreement;

1. Factors that may impact on learning
2. SWOC Analysis (Strengths, Weaknesses, Opportunities, Challenges)
3. Personal Development Plan

#### Factors that may impact on learning (*optional*)

There is a space for the learner to share any information that may affect their learning on placement in any way. To encourage dialogue between learner and practice educator(s) and to raise awareness so, if needed, appropriate supportive steps are put in place.

## Professional Behaviours and Responsibilities

This part assesses the fundamental professional qualities, competence and behaviour of the learner whilst on placement. They must demonstrate professionalism with adherence to local guidelines, policies and procedures, as well as the HCPC Guidance on Conduct and Ethics for Students (2016) and the CSP Code of Members' Professional Values and Behaviour (2019) and HCPC Standards of Proficiency (2023).

Marked as 'Pass/Fail' for ALL learners

The learner MUST pass this section by the end of the placement

Failure in 'Professional Behaviours and Responsibilities' will override 'Learning Domains' and cause the learner to fail the placement at any stage

The options for demonstrating the professional behaviour/responsibility are 'yes or no' with space for comments. If a learner fails to achieve an area of professionalism by the end of the placement, they will be awarded a 'no' and will result in failure of the placement.

## Learning Domains

There are fundamental skills to physiotherapy these are referred to as the 'Themes of Practice'.

There are 10 learning domains within three themes of practice.

Themes of Practice	Learning Domains
Personal Development	Independent learning
	Seeking, reflecting on and responding to feedback
	Organisation and prioritisation
Interpersonal Skills	Communication
	Working with others
	Individuals, communities and populations
Decision Making and Implementation	Gathering and analysing information
	Evidence-based practice
	Reasoning and intervention
	Recording information

The assessment criteria for each of these domains is shaped to the learners' level of study.

This part is marked as either 'Pass/Fail' or 'Graded' dependent on university requirements (using the same assessment criteria)

The learner must pass all 10 learning domains by the end of the placement to pass the placement.

The learning domain indicates learner achievement by the END of the placement (eg. during the final week)

Marking criteria is provided.

Learners and practice educators are required to assess achievement of the learning domains at both the midway and end of placement assessment points and complete the comments section.

Written feedback at the midway and final assessment point.

### Feedback from others

The feedback from others section is not being formally marked. However, information recorded here can help evidence achievement of the learning domains.

## Chapter 2 CPAF

### Learning Agreement – Factors affecting Learning

Factors which may affect on learning, to be completed by the learner

Factors could include (amongst others):

- Concerns about risk of discrimination linked to protected characteristics (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity)
- Concerns regarding accessibility/access adjustments, please see CSP resources for support [Welcoming and supporting disabled learners | The Chartered Society of Physiotherapy \(csp.org.uk\)](#)
- Social or family circumstances such as living environment, caring responsibilities or travel issues
- Health or wellbeing issues relating to physical and/or mental health
- Financial issues such as travel costs or access
- Religious or cultural beliefs, values or practises
- Previous problems encountered during placements
- Previous experiences such as bereavement, personal or family health or wellbeing issues that may be relevant to how the learner experiences the placement setting

Box for learner to identify factors which may affect learning:

Please confirm that a locally agreed induction to the placement has been completed

	Name	Date
Practice Educator confirmation		
Learner confirmation		



Learning Agreement: SWOC (Strengths, Weaknesses, Opportunities, Challenges) Analysis - Initial – to be completed by the learner

<p><u>Strengths</u></p> <p>What do you do well? What do others see as your strengths?</p>	<p><u>Weaknesses</u></p> <p>What could you improve? What are you less confident about?</p>
<p><u>Opportunities</u></p> <p>What opportunities are available to you? How can you turn your strengths into opportunities?</p>	<p><u>Challenges</u></p> <p>What challenges or hurdles may you meet along the way?</p>
<p>Date:</p>	

SWOC (Strengths, Weaknesses, Opportunities, Challenges) Analysis - Review

<p><u>Strengths</u></p> <p>What do you do well? What do others see as your strengths?</p>	<p><u>Weaknesses</u></p> <p>What could you improve? What are you less confident about?</p>
<p><u>Opportunities</u></p> <p>What opportunities are available to you? How can you turn your strengths into opportunities?</p>	<p><u>Challenges</u></p> <p>What challenges or hurdles may you meet along the way?</p>
<p>Date:</p>	

Learning Agreement: Personal Development Plan to be completed by the learner

<b>What are your individual goals for this placement?</b> <i>What do YOU want to achieve? Use this information to inform the table below</i>				
<b>Learners Personal Learning Aim</b> (This should be <b>Specific, Measurable, Achievable, Realistic</b> and include a <b>Time frame</b> )  <i>(Ask yourself ‘what do I want to achieve? By when? How do I measure success?’)</i>	<b>Anticipated resources required to achieve</b>  <i>(Ask yourself ‘what do I need to make this happen? Time, support, people etc’)</i>	<b>Practice Educator Comments</b>	<b>Reflection on Achievement of Learning Aim</b> To be completed by the learner with support from the practice educator	
			<b>Midway</b>	<b>End of Placement</b>

<b>Learners Personal Learning Aim</b> (This should be <b>Specific, Measurable, Achievable, Realistic</b> and include a <b>Time frame</b> ) <i>(Ask yourself 'what do I want to achieve? By when? How do I measure success?')</i>	<b>Anticipated resources required to achieve</b>  <i>(Ask yourself 'what do I need to make this happen? Time, support, people etc' )</i>	<b>Practice Educator Comments</b>	<b>Reflection on Achievement of Learning Aim</b> To be completed by the learner with support from the practice educator	
			<b>Midway</b>	<b>End of Placement</b>

## Professional Behaviours and Responsibilities

<p>The learner demonstrates professional qualities, competence and behaviours:</p> <p>This may include, but is not limited to compliance with;  <a href="#">CSP Code of Members' Professional Values and Behaviour (2019)</a>  <a href="#">HCPC Guidance on Conduct and Ethics for Students (2016)</a>            Standards of Proficiency (2023), <a href="#">Physiotherapists   (hcpc-uk.org)</a>            Policies and procedures within the placement setting            * Cause for concern (<a href="#">Appendix 1</a>) should be completed, if there are concerns at any time in the placement that the learner may not pass the professional behaviours and/or learning domains. The relevant university tutors should also be informed immediately if this form has been completed*.</p>		
<p>Midway Assessment</p>		
<p>The learner;</p>	<p>Please Select</p>	<p>Comments</p>
<p>Is fit to practice safely and effectively; with an awareness of their limitations and scope of practice, honesty about their role and consideration of ethical and moral matters.</p>		
<p>Promotes and protects the interests of others; following policies on consent, respecting dignity and promoting equity</p>		
<p>Assesses risks accurately; taking appropriate steps to limit the harm of self and others</p>		
<p>Reports reliably, informing their practice educator of any concerns of safety and putting the wellbeing of others first</p>		
<p>Respects confidentiality, managing sensitive information and only using information for the purpose in which it is given</p>		
<p>Complies with standards of dress, appearance and hygiene in relation to organisational policy</p>		
<p>Is punctual and has good time keeping</p>		

Action Plan – If answering no to any of the above please seek support from HEI and fill out cause for concern form (Appendix 1)	
Name of the Practice Educator	
Name of the Learner	

End of Placement Assessment		
The learner;	Please Select	Comments
Is fit to practice safely and effectively; with an awareness of their limitations and scope of practice, honesty about their role and consideration of ethical and moral matters.		
Promotes and protects the interests of others; following policies on consent, respecting dignity and promoting equity		
Assesses risks accurately; taking appropriate steps to limit the harm of self and others		
Reports reliably; informing their practice educator of any concerns of safety and putting the wellbeing of others first		

Respects confidentiality; managing sensitive information and only using information for the purpose in which it is given		
Complies with standards of dress, appearance and hygiene in relation to organisational policy		
Is punctual and has good time keeping		
<b>Practice Educators Comments</b> <i>Examples of when these have/have not been followed should be stated specifically as well as advice provided to learner</i>		
<b>Learner Comments</b> <i>Response to comments from Practice Educator(s). Please include verification that you are familiar with the necessary guidance/principles</i>		
<b>Practice Educator Declaration (to be completed at the final assessment)</b>		
		Name:  Dated:
		Name:  Dated:

## Learning Domains Midway Assessment

\* Cause for concern (Appendix 1) should be completed, if there are concerns at any time in the placement that the learner may not pass the professional behaviours and/or learning domains. The relevant university tutors should also be informed immediately if this form has been completed\*.

Learning Domain Number	Descriptor	Midway Learner Self Evaluation	Midway Practice Educator Evaluation	Comments (practice educator and learner)
1	<b>Independent Learning</b> The learner engages in a personal development plan which includes identifying learning needs, identifying and using learning resources, and reflects on and actions their learning in practice.			
2	<b>Seeking Reflecting on and Responding to Feedback</b> The learner appropriately seeks and reflects on feedback received and modifies their personal and professional behaviour accordingly in response to the feedback.			
3	<b>Organisation and Prioritisation</b> The learner prioritises and manages workload in response to a variety of demands and acknowledges the impact of their actions and decisions.			



4	<p><b>Communication</b>  The learner effectively uses and modifies a wide range of appropriate communication skills and styles (verbal, non-verbal, written and listening) to share and receive information. The learner professionally engages with digital information and technology as appropriate.</p>			
5	<p><b>Working with others</b>  The learner understands and respects the role and scope of themselves and others. The learner engages with others, builds effective and collaborative relationships, and works as part of a team. The learner identifies and applies leadership skills in the practice environment.</p>			
6	<p><b>Individuals, communities and populations</b>  The learner recognises the impact of culture, equality, equity and diversity on practice and practises in an anti-discriminatory and inclusive manner. The learner identifies and understands the impact of health inequalities, promoting health and wellbeing of themselves and others.</p>			

7	<p><b>Gathering and Analysing Information</b></p> <p>The learner extracts relevant information from a range of sources and analyses gathered information, drawing reasoned conclusions to identify key issues.</p> <p>The learner develops goals and/or objectives to address identified issues.</p>			
8	<p><b>Evidence-Based Practice</b></p> <p>The learner sources research or evidence to inform effective physiotherapy practice, evaluates and applies research or evidence in practice.</p> <p>The learner reflects on the application of evidence-based practice.</p>			
9	<p><b>Reasoning and Intervention/Activities</b></p> <p>The learner reasons appropriate interventions/activities to the needs of the setting and/or person and applies these safely and/or appropriately.</p> <p>The learner monitors and reviews the ongoing effectiveness of interventions/activities and modifies if appropriate.</p>			

10	<b>Recording Information</b> The learner identifies, structures and records relevant information, using an appropriate range of approaches and formats. The learner modifies the approach and/or technique to record information as appropriate to the situation.			

Educator feedback/action plan – Midway  
 Please include further feedback and feedforward comments

Learner reflection on feedback and action plan for remainder of placement

Please note - all three levels of study are included in the rubric to illustrate expected level of achievement and progression between levels.

Please ensure you use only the descriptors in the row outlined.

If you are unsure of which level descriptors you should use or need any advice regarding the rubric or assigning marks – please contact your University Link Tutor.

Please note, all three levels of study included in the rubric to illustrate expected level of achievement and progression between levels is available in Appendix 5.

	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good (50-59%)	Satisfactory (40-49%)	Fail (30-39%)	Fail (0-29%)
Level 6 / SCQF Level 10	Consistently, critically and independently able to achieve this domain in a way that could not be bettered for the level of study and time available.	Consistently, critically and independently able to achieve this domain.	Consistently and critically able to achieve this domain with minimal input from others.	Infrequently requires limited support or prompts to facilitate achievement in this domain, with some elements of criticality.	Frequently, requires minimal support or occasional prompts to facilitate achievement in this domain, with some elements of criticality.	Occasionally requires moderate support from others to facilitate achievement in this domain. Overall is safe to practice.	Despite consistent, significant and continued prompting and support is unable to achieve this domain. Predominantly dependent on others to facilitate achievement in this domain.	Despite significant and continued prompting unable to achieve in this domain.  Or Learner makes limited or no attempt to engage in this learning domain.

## Learning Domains Final Assessment

Learning Domain Number	Descriptor	Final Learner Self Evaluation	Final Practice Educator Evaluation	Comments (practice educator and learner)
1	<b>Independent Learning</b> The learner engages in a personal development plan which includes identifying learning needs, identifying and using learning resources, and reflects on and actions their learning in practice.			
2	<b>Seeking Reflecting on and Responding to Feedback</b> The learner appropriately seeks and reflects on feedback received and modifies their personal and professional behaviour accordingly in response to the feedback.			
3	<b>Organisation and Prioritisation</b> The learner prioritises and manages workload in response to a variety of demands and acknowledges the impact of their actions and decisions.			

4	<p><b>Communication</b>  The learner effectively uses and modifies a wide range of appropriate communication skills and styles (verbal, non-verbal, written and listening) to share and receive information. The learner professionally engages with digital information and technology as appropriate.</p>			
5	<p><b>Working with others</b>  The learner understands and respects the role and scope of themselves and others. The learner engages with others, builds effective and collaborative relationships, and works as part of a team. The learner identifies and applies leadership skills in the practice environment.</p>			
6	<p><b>Individuals, communities and populations</b>  The learner recognises the impact of culture, equality, equity and diversity on practice and practises in an anti-discriminatory and inclusive manner. The learner identifies and understands the impact of health inequalities, promoting health and wellbeing of themselves and others.</p>			

7	<p><b>Gathering and Analysing Information</b></p> <p>The learner extracts relevant information from a range of sources and analyses gathered information, drawing reasoned conclusions to identify key issues.</p> <p>The learner develops goals and/or objectives to address identified issues.</p>			
8	<p><b>Evidence-Based Practice</b></p> <p>The learner sources research or evidence to inform effective physiotherapy practice, evaluates and applies research or evidence in practice.</p> <p>The learner reflects on the application of evidence-based practice.</p>			
9	<p><b>Reasoning and Intervention/Activities</b></p> <p>The learner reasons appropriate interventions/activities to the needs of the setting and/or person and applies these safely and/or appropriately.</p> <p>The learner monitors and reviews the ongoing effectiveness of interventions/activities and modifies if appropriate.</p>			

10	<b>Recording Information</b> The learner identifies, structures and records relevant information, using an appropriate range of approaches and formats. The learner modifies the approach and/or technique to record information as appropriate to the situation.			

Educator feedback/action plan – Final  
 Please include further feedback and feedforward comments

Learner reflection on feedback and action plan for remainder of placement

Please note - all three levels of study are included in the rubric to illustrate expected level of achievement and progression between levels.

Please ensure you use only the descriptors in the row outlined.

If you are unsure of which level descriptors you should use or need any advice regarding the rubric or assigning marks – please contact your University Link Tutor.



Please note, all three levels of study included in the rubric to illustrate expected level of achievement and progression between levels is available in Appendix 5.

	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good (50-59%)	Satisfactory (40-49%)	Fail (30-39%)	Fail (0-29%)
Level 6 / SCQF Level 10	Consistently, critically and independently able to achieve this domain in a way that could not be bettered for the level of study and time available.	Consistently, critically and independently able to achieve this domain.	Consistently and critically able to achieve this domain with minimal input from others.	Infrequently requires limited support or prompts to facilitate achievement in this domain, with some elements of criticality.	Frequently, requires minimal support or occasional prompts to facilitate achievement in this domain, with some elements of criticality.	Occasionally requires moderate support from others to facilitate achievement in this domain. Overall is safe to practice.	Despite consistent, significant and continued prompting and support is unable to achieve this domain. Predominantly dependent on others to facilitate achievement in this domain.	Despite significant and continued prompting unable to achieve in this domain.  Or  Learner makes limited or no attempt to engage in this learning domain

## Feedback from Others

Throughout the course of the placement the learner will likely be working alongside others possibly including service users, members of the MDT and those in non-clinical roles. Feedback from such people is extremely valuable.

Although this part is not compulsory, we strongly encourage active use throughout the practice placement.

Please use the space below to provide feedback to the learner, this may be anonymous.

Record of Placement Hours

	Number of hours	Comments, Dates of absence, Reasons for absence (if appropriate)		Number of hours	Comments, Dates of absence, Reasons for absence (if appropriate)
Week 1	:		Week 9	:	
Week 2	:		Week 10	:	
Week 3	:		Week 11	:	
Week 4	:		Week 12	:	
Week 5	:		Week 13	:	
Week 6	:		Week 14	:	
Week 7	:		Week 15	:	
Week 8	:		Week 16	:	

Total Hours completed =			or	hours
	Name	Date		
Practice Educator				
Learner				

## Chapter 3 Appendices

Appendix 1: Record of Cause for Concern

Appendix 2: Reflective Practice Templates

Appendix 3: Additional SWOC Analysis

Appendix 4: Glossary of Terms

Appendix 5: Frequently Asked Questions

## Appendix 1: Record of Cause for Concern

Please complete this form if there are concerns at any time in the placement that the student may not pass the professional behaviours and/or learning domains. The relevant university tutors should also be informed immediately if this form has been completed. If the outcome is a FAIL of the placement, the University Link Tutor must be contacted to support the learner and the practice educator.

Cause for concern	Action taken	Action plan and outcome	Name	date
			Practice Educator	
			Learner	
			Link Tutor	

## Appendix 2: Reflective Practice Templates

This section includes two templates to support you reflecting on your practice whilst on placement. Reflection may take different forms and there are no right or wrong ways to do it. You may choose to write them down using the templates attached, record them on your phone or speak them out loud. What is important is that you engage in reflective practice, asking yourself the questions highlighted amongst others. This adds layers to your learning, deepens your understanding and can support your achievement within the learning domains.

The CSP ePortfolio is an online digital portfolio of your work, reflections and achievement. It contains lots of different Continual Professional Development (CPD) templates and allows you to share content with others, including your practice educator(s). This tool is available to members of the CSP. Please [visit the CSP ePortfolio pages](#) of the web site to find out more.

### Learning from doing<sup>[1]</sup>

Describe briefly a recent significant experience in your professional life	
What did you do...	and why?
What went well?...	and what could have been better?

<p>What would you do differently, if anything, if faced with a similar situation again?</p>	<p>How did you feel during the experience?</p>
<p>Describe what you learnt from this experience (learning outcomes)</p>	
<p>What is your action plan from this incident?</p>	
<p>Date:</p>	
<p>Review Date:</p>	
<p>I can use this evidence for (select as appropriate)</p> <p>Appraisal      HCPC      CPD      KSF      Other</p>	

## What? So what? Now what?<sup>121</sup>

What? (This is the description & self-awareness level. All questions start with the word what e.g. What happened? What did I do? What was I trying to achieve? What was good/bad about the situation?)

So what? (This is the level of analysis and evaluation. All questions start with the phrase so what? e.g. So what is the importance of this? So what more do I need to know about this? So what have I learnt about this?)



Now what? (This is the level of synthesis. All questions start with the phrase now what? e.g. now what could/should I do? Now what do I need to do? Now what might be the consequences of this action?)

Date:

Review Date:

I can use this evidence for (select as appropriate)

Appraisal

HCPC

CPD

KSF

Other

### Appendix 3: Additional SWOC Analysis

<p><u>Strengths</u></p> <p>What do you do well? What do others see as your strengths?</p>	<p><u>Weaknesses</u></p> <p>What could you improve? What are you less confident about?</p>
<p><u>Opportunities</u></p> <p>What opportunities are available to you? How can you turn your strengths into opportunities?</p>	<p><u>Challenges</u></p> <p>What challenges or hurdles may you meet along the way?</p>
<p>Date:</p>	

## Appendix 4: Glossary of Terms

Term	Description
<b>Critically/criticality</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>	Consistently: used to describe a situation where the learner meets the requirements of the criteria >90% of the time. Should be measured over a defined period of performance preceding the mid-way/final assessment and not over the duration of placement Most/ frequently: >60% but <90% of the time Some/ infrequently: >30% but <60% of the time Occasional/minimal: used to describe a situation where the learner meets the requirements of the criteria <30% of the time
<b>Independent</b>	Capable of acting for oneself or on one's own (proportionate with level of study)
<b>Leadership</b>	Ability to lead, demonstrates leadership qualities e.g. focus on self, working with others or improving healthcare
<b>Prompting</b>	Used to describe a situation where the practice educator provides input to the learner by the use of a key word, indirect or open questioning to facilitate learning
<b>Reflective Practice</b>	The process of reviewing an episode of practice to describe, analyse, evaluate and inform professional learning. New learning modifies previous perceptions, assumptions and understanding and the application of this learning to practice influences interventions and outcomes
<b>Support</b>	Used to describe a situation where the practice educator provides input to the learner by the use of explanations, guidance and direction to facilitate learning

Appendix 5: Full rubric (Level 4, Level 5 and Level 6)

	Outstanding (90-100%)	Exceptional (80-89%)	Excellent (70-79%)	Very Good (60-69%)	Good (50-59%)	Satisfactory (40-49%)	Fail (30-39%)	Fail (0-29%)
Level 4 / SCQF Level 8	Consistently and independently able to achieve this domain in a way that could not be bettered for the level of study and time available.	Consistently able to achieve this domain with minimal facilitation from others.	Limited support or prompts required to facilitate achievement in this domain.	Minimal support or infrequent prompts required to facilitate achievement in this domain.	Moderate support and prompts required to facilitate achievement in this domain.	Predominantly dependent on others to facilitate achievement in this domain.	Despite consistent, significant and continued prompting and support the learner is unable to achieve in this domain.	Learner makes limited or no attempt to engage in this learning domain.
Level 5 / SCQF Level 9	Consistently and independently able to achieve this domain in a way that could not be bettered for the level of study and time available.	Consistently able to achieve this domain with minimal input from others.	Infrequently requires minimal support or prompts to facilitate achievement in this domain.	Frequently requires minimal support or prompts to facilitate achievement in this domain.	Moderate support or some prompts required to facilitate achievement in this domain.	Requires significant ongoing prompts and support from others to facilitate achievement in this domain.	Despite continued prompting and support the learner is unable to achieve in this domain.	Despite consistent significant and continued prompting and support unable to achieve in this domain. Or Learner makes limited or no attempt to engage in this learning domain.

Level 6 / SCQF Level 10	Consistently, critically and independently able to achieve this domain in a way that could not be bettered for the level of study and time available.	Consistently, critically and independently able to achieve this domain.	Consistently and critically able to achieve this domain with minimal input from others.	Infrequently requires limited support or prompts to facilitate achievement in this domain, with some elements of criticality.	Frequently, requires minimal support or occasional prompts to facilitate achievement in this domain, with some elements of criticality.	Occasionally requires moderate support from others to facilitate achievement in this domain. Overall is safe to practice.	Despite consistent, significant and continued prompting and support is unable to achieve this domain. Predominantly dependent on others to facilitate achievement in this domain.	Despite significant and continued prompting unable to achieve in this domain.  Or Learner makes limited or no attempt to engage in this learning domain.
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Please note - all three levels of study are included in the rubric to illustrate expected level of achievement and progression between levels. Please ensure you use only the descriptors in the row outlined. If you are unsure of which level descriptors you should use or need any advice regarding the rubric or assigning marks – please contact your University Link Tutor.

## Appendix 5: Frequently Asked Questions

### **Q. I have concerns about a learner's performance, what should I do?**

A. If there are concerns at any time in the placement that the learner may not pass the professional behaviours and/or learning domains, the relevant university tutors should be informed and the cause for concern form filled in (appendix 1). If there is any unsafe practice and/or unprofessional behaviour this should be discussed with the learner at the time of the incident. This must then be documented within both 'Professional Behaviours and Responsibilities' and the 'Cause for Concern' section located in Appendix 1 and must be flagged with the learner's university link tutor at the earliest time possible.

An action plan must be clearly documented after any cause for concern as well as during the midway assessment in order to maximise the learner's ability to achieve an acceptable standard of practice.

Please refer to the relevant university processes for further information regarding poor performance.

### **Frequently asked questions about marking a learning domain.**

#### **Q. What is required to pass a learning domain?**

A. Using the assessment criteria, practice educator(s) are required to make a professional judgement about the learner's level of ability. Practice educators and learners should select the appropriate ability achievement at both the midway and final assessment points.

As there is variation in what constitutes a pass mark between universities (eg. At some it is 40% and others it is 50%), please check with your local university to ensure that you are aware of their Pass/Fail threshold.

#### **Q. When is written feedback provided?**

A. Please provide comments at midway point and final assessment. At the midway point, please complete the 'action plan' to allow any steps to be put in place within the second half of the placement.

#### **Q. What if a learner is awarded a 'fail' mark at the midway assessment?**

A. The learning domains indicate learner achievement by the end of the placement and they may not all be met by the midway point (either via opportunity or performance). If this is the case however, practice educator(s) and learner should work together to ensure the action plan for the second half of placement clearly details the steps that will be put in place to support achievement. If you feel that a learner is at risk of failing this whole section by the end of placement point, this must be flagged with the university link tutor at the earliest possible opportunity.

**Q. What if I feel the learning domain is not achievable in my placement setting?**

A. The learning domains are applicable in a diverse range of placement settings; in person and remote as well as non-patient facing areas of practice. For examples of how they may be demonstrated in different areas with different models of supervision, please refer to the CPAF Guidance Documents. Please seek guidance from the HEI if you deem any of the domains unachievable in your practice environment.

**Q. Should practice educators provide a specific % or grade boundary for each learning domain?**

A. Please seek university guidance regarding this.

**Q. How is a final award calculated?**

A. For the end of placement assessment, the practice educator(s) will award the appropriate percentage/grade boundary for each learning domain. The final numerical mark should be an overall mark that represents the learner's performance on placement.

**Q. What should I do if I face discrimination on placement?**

A. The CSP promotes anti-discriminatory practice and does not tolerate discrimination of any kind towards any individual

Research and student lived experience tells us that some learners experience unacceptable discrimination whilst on placement from both staff and patients. The CSP urge staff and learners to report and challenge discriminatory behaviour to the workplace management and the university link tutor where matters should be addressed in line with local policy and procedures. Those experiencing discrimination are encouraged to access available support networks including; Placement Tutors, University pastoral support, NUS student officers, workplace support offered by your placement provider, Student Reps, CSP Diversity Networks, family and friends.

**Q. What factors that might affect my learning should I disclose to my practice educator?**

A. Factors could include (amongst others):

- Concerns about risk of discrimination linked to protected characteristics (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity)
- Concerns regarding accessibility/access adjustments
- Social or family circumstances such as living environment, caring responsibilities or travel issues
- Health or wellbeing issues relating to physical and/or mental health
- Financial issues such as travel costs or access
- Religious or cultural beliefs, values or practises
- Previous problems encountered during placements

- Previous experiences such as bereavement, personal or family health or wellbeing issues that may be relevant to how the learner experiences the placement setting
- Please see:  
Welcoming and supporting disabled learners | The Chartered Society of Physiotherapy (csp.org.uk)

**Q: What if I do not have Adobe Acrobat Reader?**

A: You can easily download and install it by following these steps:

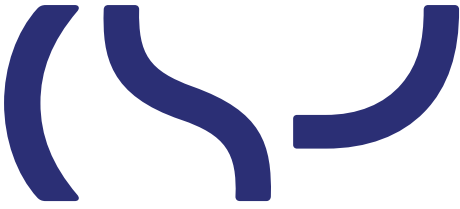
- Open your web browser and go to the official Adobe website. The direct link to the download page is [Adobe Acrobat Reader Download](#).
- Click the “Download Acrobat Reader” button. This will download the installer file to your computer.
- Follow the on-screen instructions to complete the installation. This typically involves agreeing to the terms and conditions and selecting the installation location (default is usually fine).

**References:**

<sup>[1]</sup> Prompts based on Kolb DA (1984) *Experiential learning: experience as the source of learning and development*. Upper Saddle River, NJ; Prentice-Hall

<sup>[2]</sup> Borton T (1970) *Reach, touch and teach: student concerns and process education*. New York: McGraw Hill





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