

Clinical Placement Assessment Criteria – Level 2

Professional Ability

	100 – 85%	84 – 70%	69 – 60%	59 – 50%	49 - 40%	39 – 0%
Adherence to placement provider policies & procedures	Demonstrates an understanding of the necessity for policies and procedures and consistently works well within them	Demonstrates an understanding and follows all policies and procedures	Demonstrates an understanding and follows basic policies and procedures	Demonstrates an awareness and follows basic policies and procedures	Demonstrates an awareness and follows basic policies and procedures with guidance	Demonstrates an inadequate awareness of policies and procedures
Attitude and behaviour	Is always punctual, smart, well-mannered and cooperative, adapting approach when needed	Is always punctual, smart, well-mannered and cooperative, identifying the need to modify their approach	Is always punctual, smart, well-mannered and cooperative	Is punctual, smart, well-mannered and cooperative	Is usually punctual, smart, well-mannered and cooperative	Is often late without reason, poorly presented and can be uncooperative
Responsibility, initiative and recognition of personal limitations	Seeks out opportunities to take on responsibility. Demonstrates significant initiative and always recognises personal limitations	Accepts responsibility and appears to thrive on it. Demonstrates initiative and recognises personal limitations	Accepts responsibility and copes well with it. Demonstrates some initiative but occasionally needs reminding of personal limitations	Takes responsibility with encouragement. Demonstrates some initiative but occasionally needs reminding of personal limitations	Reluctant to take responsibility without encouragement. Demonstrates inconsistent initiative and needs reminding of personal limitations	Reluctant to take responsibility despite encouragement. Does not take initiative or recognise personal limitations
Self-preparation and approach to ongoing learning	Is proactive in self-directed learning	Has a positive, self-directed approach to learning	Has a consistent approach to learning but occasionally needs direction with ongoing learning	Has a consistent approach to learning but needs direction with ongoing learning	Has an inconsistent approach to learning and needs direction with ongoing learning	Has a poor approach to learning and needs considerable direction with ongoing learning
Management of time and workload	Manages time and caseload effectively	Manages time and caseload effectively in most situations	Manages time and caseload with facilitation	Manages time and caseload with guidance	Frequently needs guidance with time and caseload management	Unable to manage time & caseload even with guidance

Clinical Placement Assessment Criteria – Level 2

Communication

	100 – 85%	84 – 70%	69 – 60%	59 – 50%	49 - 40%	39 – 0%
Interpersonal communication skills	Demonstrates highly developed interpersonal communication skills, gaining patients confidence consistently well	Demonstrates highly developed interpersonal communication skills, gaining patients confidence most of the time	Demonstrates well developed interpersonal communication skills, gaining patients confidence some of the time	Demonstrates appropriate interpersonal communication skills gaining patients confidence some of the time	Demonstrates appropriate interpersonal communication skills but does not gain patients confidence initially	Demonstrates inadequate interpersonal communication skills resulting in difficulties gaining patients confidence
Recognition of psychosocial factors	Is able to identify and understand the psychosocial and individual needs of patients/carers consistently well	Is able to identify and understand the psychosocial and individual needs of patients/carers most of the time	Is able to identify and understand the psychosocial and individual needs of patients/carers some of the time	Needs prompts to identify and understand the psychosocial and individual needs of patients/carers some of the time	Needs guidance to identify and understand the psychosocial and individual needs of patients/carers	Is unable to identify and understand the psychosocial and individual needs of patients/carers
Insight into individual patient needs	Understands patient needs and demonstrates insight to patient problems consistently well	Understands patient needs and demonstrates insight to patient problems most of the time	Aware of patient needs and demonstrates insight to patient problems some of the time	Aware of patient needs but has difficulty in gaining insight into their problems	Aware of patient needs but often lacks insight into their problems	Frequently lacks insight into patients problems and requires guidance and instruction
Communication skills (verbal & non-verbal)	Demonstrates highly developed verbal and non-verbal communication with patients, carers and colleagues consistently well	Demonstrates highly developed verbal and non-verbal communication with patients, carers and colleagues most of the time	Demonstrates well developed verbal and non-verbal communication with patients, carers and colleagues with occasional prompting	Demonstrates good verbal and non-verbal communication with patients, carers and colleagues with prompting	Demonstrates adequate verbal and non-verbal communication with patients, carers and colleagues	Demonstrates inadequate verbal and non-verbal communication with patients, carers and colleagues leading to inadequate patient care
Documentation	Demonstrates an ability to record clear and concise patient notes	Records appropriate patient notes but occasionally needs to be more succinct	Records appropriate patient notes but needs to be more succinct with the use of abbreviations and terminology	Records appropriate patient notes but lacks conciseness and makes occasional omissions	Demonstrates an adequate ability to record patient notes which may lack conciseness and have frequent omissions	An inadequate ability to record patient notes which lack conciseness, have poor use of language and have frequent omissions

Clinical Placement Assessment Criteria – Level 2

Examination & Assessment

	100 – 85%	84 – 70%	69 – 60%	59 – 50%	49 - 40%	39 – 0%
Utilisation of all relevant sources	Retrieves information from all sources and is able to utilise it consistently well	Retrieves information from all sources and is able to utilise it most of the time	Retrieves information from all sources and is able to utilise it some of the time	Can identify sources of information but is inconsistent in their ability to utilise	Can identify sources of information but needs help to utilise	Demonstrates an inadequate ability to retrieve information from all sources
Selection and implementation of appropriate assessment procedures	Is able to select and carry out appropriate assessment procedures all of the time and consistently justifies procedures used	Is able to select and carry out appropriate assessment procedures most of the time and is able to justify procedures used	Is able to carry out appropriate assessment procedures some of the time and is usually able to justify procedures used	Is able to carry out appropriate assessment procedures with guidance	Demonstrates an adequate and safe ability in carrying out assessment procedures	Demonstrates an inadequate ability in the selection and use of assessment procedures which may compromise patient safety
Evaluation, interpretation and synthesis of assessment findings	Demonstrates an ability to evaluate and interpret findings all of the time and can identify appropriate outcome measures	Demonstrates an ability to evaluate and interpret findings consistently well and can identify appropriate outcome measures some of the time	Demonstrates an ability to evaluate and interpret findings most of the time but sometimes needs guidance to identify appropriate outcome measures	Demonstrates an ability to evaluate and interpret findings some of the time but needs guidance to identify appropriate outcome measures	Has some difficulty in evaluating and interpreting findings, demonstrating an awareness of outcome measures	Is unable to evaluate and interpret findings and is unable to identify appropriate outcome measures
Clinical reasoning skills	Demonstrates highly developed clinical reasoning skills consistently well in straightforward cases	Demonstrates well developed clinical reasoning skills most of the time in straightforward cases	Demonstrates well developed clinical reasoning skills in straightforward cases	Demonstrates well developed clinical reasoning skills in straightforward cases with guidance	Demonstrates an adequate level of clinical reasoning skills in straightforward cases only with guidance	Demonstrates an inadequate level of clinical reasoning skills even with guidance
Application of knowledge and findings to determine treatment aims	Is able to apply information and determine treatment aims consistently well	Is able to apply information and determine treatment aims most of the time	Is able to apply information and determine treatment aims in straightforward cases some of the time	Is able to apply information and determine treatment aims in straightforward cases with guidance	Demonstrates an adequate level of understanding of relevant knowledge and needs advice to determine treatment aims with straightforward problems	Demonstrates an inadequate level of understanding of relevant knowledge and is unable to determine treatment aims even with straightforward problems

Safety	Pass	Fail
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Clinical Placement Assessment Criteria – Level 2

Treatment & Evaluation

	100 – 85%	84 – 70%	69 – 60%	59 – 50%	49 - 40%	39 – 0%
Preparation for intervention	Is always prepared and demonstrates evidence of planning consistently well	Is always prepared and demonstrates evidence of planning most of the time	Is usually prepared and demonstrates evidence of planning some of the time	Is usually prepared and demonstrates evidence of planning with guidance	Adequately prepared and shows some evidence of planning	Inadequately prepared and shows no evidence of planning for treatment
Selection and implementation of appropriate interventions	Is able to select and carry out appropriate interventions all of the time and consistently justifies choices	Is able to select and carry out appropriate interventions most of the time and is able to justify choices	Is able to select and carry out appropriate interventions some of the time and is usually able to justify choices	Is able to select and carry out appropriate interventions with guidance	Demonstrates an adequate and safe ability in selecting and carry out interventions	Demonstrates an inadequate ability in the selection and use of interventions which may compromise patient safety
Evaluation and analysis of management interventions	Demonstrates an ability to justify the intervention and can evaluate outcome measures most of the time	Demonstrates an ability to justify the intervention and can evaluate outcome measures some of the time	Demonstrates an ability to justify the intervention but sometimes needs guidance to evaluate outcome measures	Demonstrates an ability to justify the intervention some of the time but needs guidance to evaluate outcome measures	Has some difficulty in justifying the intervention and needs help to evaluate outcome measures	Is unable to evaluate and justify interventions used, even with guidance
Modifications and progressions to treatment and management of clients	Is able to evaluate and modify treatment interventions consistently linking them to assessment outcomes	Is able to evaluate and modify treatment interventions linking them to assessment outcomes most of the time	Is able to evaluate and modify treatment interventions linking them to assessment outcomes some of the time	Is able to evaluate and modify treatment interventions usually linking them to assessment outcomes, with guidance	Makes a reasonable attempt at ongoing assessment but needs help to evaluate and modify treatment interventions linking to assessment outcomes	Is unable to reassess patients appropriately and fails to evaluate and modify treatment interventions
Clinical reasoning skills	Demonstrates highly developed clinical reasoning skills and adopts a patient centred approach most of the time	Demonstrates well developed clinical reasoning skills and adopts a patient centred approach most of the time	Demonstrates well developed clinical reasoning skills and adopts a patient centred approach some of the time	Demonstrates well developed clinical reasoning skills and adopts a patient centred approach with straightforward problems	Demonstrates an adequate level of clinical reasoning skills and identifies the need for a patient centred approach	Demonstrates an inadequate level of clinical reasoning skills

Safety	Pass	Fail
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**Division of Physiotherapy Education, University of Nottingham - BSc (Hons) in Physiotherapy
CLINICAL EDUCATION MODULE - ASSESSMENT FORM**

MODULE TITLE:
HOSPITAL/UNIT:
BLOCK NUMBER:

STUDENT:
CLINICAL EDUCATOR:
ACADEMIC TUTOR:

RECORD OF ABSENCE:

Key: S= Sickness, P = Planned Leave (visiting tutor to be aware why), M= Made up absent hours

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2							
3							
4							

PROFESSIONAL ABILITY	Midway mark	Final mark

COMMUNICATION	Midway mark	Final mark

EXAMINATION & ASSESSMENT	Midway mark	Final mark

TREATMENT & EVALUATION	Midway mark	Final mark

SAFETY	Pass	Fail
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PLACEMENT MARK	Midway	Final

To be signed following feedback for final assessment

Student:

Practice Educator:

Academic Tutor:

Date:

Mid-placement action plan

Student:

Clinical Educator:

Date:

End of placement feedback

Student:

Clinical Educator:

Date: