



TRINITY COLLEGE DUBLIN
COLÁISTE NA TRÍONOÍDE
BAILE ÁTHA CLIATH

Student Clinical Competency Evaluation Form

Level 2 Transition Student

Practice Educator

Clinic Location

Placement dates From To

Number of days completed at mid placement review at end of placement

Caseload mainly (Please tick)

0-5 Child Adult Older people

Client group (Please indicate main client groups served)

Acquired communication disorders	Autism Spectrum	Dev. Speech & Language
Craniofacial Conditions	Dysfluency	Dysphagia
Intellectual impairment	Mental Health	Physical impairment
Sensory Impairment	Voice	Other

LEVEL 2

Students in transition will require a **moderate level of supervision, monitoring and feedback** to assess, diagnose, plan and implement therapy programmes. They will also need

- support to identify significant factors for clients with complex needs and to recognize the effects of general and clinical environmental factors on client management.
- guidance in the evaluation of therapy programmes and their impact on the clients and environments.
- reflection time, structured feedback and guidance to develop self monitoring of professional competencies

Rating	Descriptor
Not Evident	This skill was not demonstrated despite learning opportunities, supervision and support.
Emerging	The student has not consistently demonstrated acceptable levels of clinical skills.
Evident	The student has consistently demonstrated acceptable levels of clinical skills in this area with an appropriate level of supervision.
Enhanced	The student has demonstrated ability in this area that would be expected of a student at level 3.

Developing competencies should be evaluated and forms completed at the mid point and end of each placement by the key practice educator (in collaboration with other educators should there be others involved). The mid-placement evaluation should provide developmental feedback for the student and indicate if opportunities to develop the required competencies are available. If this evaluation indicates significant gaps in learning opportunities or in the ability of the student to avail of these the college should be notified. If opportunities have not arisen in the clinic to observe a student's competency in a specific area this item may be scored based on responses to a hypothetical clinical scenario presented by the practice educator. If the competency is rated in this manner this should be indicated in the comments section. The final evaluation should provide students with information on their current competency levels and this along with feedback from the practice educator should help the students to set new learning goals and develop a learning plan

Level 2 Rating indicators should be used when completing this form page 1

Professional Conduct

Students are expected to demonstrate a high level of professional conduct throughout their placement. Students should be made aware of any breaches in conduct as soon as they occur. Failure to maintain an acceptable level of professional conduct after one warning should be notified to the college. Persistent failure in any aspect of professional conduct will result in a student failing that placement.

	Mid placement		End of placement	
	Acceptable	Unacceptable	Acceptable	Unacceptable
Adheres to IASLT code of ethics				
Communicates with clients in a professional manner				
Obtains client consent in accordance with legal guidelines and the policies and procedures of the host agency				
Maintains all aspects of client confidentiality in accordance with legal and professional guidelines				
Maintains appropriate professional relationships with clients and carers				
Maintains appropriate professional relationships with colleagues				
Communicates with colleagues in a professional manner showing respect for their position, views and opinions				
Refrains from disparaging or unprofessional comments about the competencies of colleagues				
Adheres to the policies and procedures of the host agency e.g. health and safety, administration, record keeping etc.				
Shows punctuality in attendance, meeting deadlines and managing clinic time effectively				
Presents a professional image adhering to dress code and guidelines of the host agency				
Recognises own professional limits and competencies and works within professional boundaries				
Participates actively in developing own professional competencies				
Comments:				
Student signature				
Practice Educator Signature				
Date	Mid		End	

Level 2 Rating indicators should be used when completing this form page 2

Clinical assessment and planning

		Not Evident		Emerging		Evident		Enhanced		Comments
		Mid	End	Mid	End	Mid	End	Mid	End	
	Competency									
1	Collects and collates relevant client-related information systematically (e.g. case history, interviews and health records)									
2	Selects assessment procedures and tools (formal and informal) appropriate to the client's needs, abilities and cultural background									
3	Administers, records and scores a range of assessments accurately									
4	Analyses and interprets assessment findings using the professional knowledge base									
5	Formulates an appropriate diagnostic hypothesis									
6	Evaluates findings in light of client's needs and service resources									
7	Establishes clear long and short term objectives for intervention									
8	Demonstrates knowledge of the need for onward referral									
	End of placement total									

Comments

Level 2 Rating indicators should be used when completing this form page 3

Intervention

	Competency	Not Evident		Emerging		Evident		Enhanced		Comments
		Mid	End	Mid	End	Mid	End	Mid	End	
9.	Reports evaluation findings effectively orally and in writing									
10	Maintains precise and concise therapy records									
11	Carries out administrative tasks and maintains service records									
12	Implements therapy using appropriate therapy techniques, materials and strategies									
13	Continuously evaluates intervention and modifies programme as necessary									
14	Adapts service delivery/ therapeutic approach in response to client/significant other needs									
15	Evaluates intervention and contributes effectively to client's long term management and discharge plan									
16	Observes, listens and responds to client/ significant other communications									
17	Uses appropriate vocabulary, syntax, intonation, volume and rate for context									
18	Introduces, presents, closes and evaluates session components									
19	Facilitates client participation by using clear instructions, modelling etc during intervention									
20	Uses prompts and clarification requests appropriately									
21	Provides appropriate verbal and non-verbal feedback on client performance									
22	Communicates and consults with relevant team members to progress the client management plan									
23	Uses outcome measures to determine efficacy of intervention									
	End of placement total									

Level 2 Rating indicators should be used when completing this form page 4

Self evaluation and continuous professional development

		Not Evident		Emerging		Evident		Enhanced		Comments
		Mid	End	Mid	End	Mid	End	Mid	End	
	Competency									
24	Identifies, reflects and reports on own clinical strengths and learning goals									
25	Uses learning resources appropriately to set and achieve learning objectives (e.g. feedback from practice educators, peers, books, videos, IT etc)									
	End of placement total									

Student signature

Practice Educator Signature

Date

Students should be provided with formative feedback at the end of placement with grades and marks disclosed in accordance with relevant college policy. All marks are subject to ratification by the college courts of examiners. Students who fail to demonstrate consistent competency in any area should be informed of this and a plan to develop that competency should be outlined by the student and practice educator.

Scores should be summarized on the tables 1 and 2 overleaf before returning the form to the college.

Comments:

Level 2 Rating indicators should be used when completing this form page 5

Table 1 Scoring summary

Competency area	Indicate number at each level			
	Not evident	Emerging	Evident	Enhanced
Clinical assessment and planning				
Intervention				
Self evaluation and continuous professional development				
End of placement totals				

Select the appropriate grade band from the totals on table 1 and mark grade and percentage under the appropriate college row of table 2 using the proportion of emerging / enhanced as a guide to deriving a percentage mark.

Table 2 Competency rating table

	Five or more competencies not evident or emerging will result in a failing grade.	The majority of competencies are evident with some (no more than 4) still emerging	The majority are evident with some enhanced and some (less than 4) still emerging.	All competencies are present and some (4+) are enhanced	All competencies are present and at least one third (8+) are enhanced	All competencies are present and majority (16+) are enhanced
Student grade and percentage						
UCC	Fail	Pass	11.2	11.1	First	
Student mark		50-59%	60-64%	65-69%	70-100%	
NUIG	Fail	Pass	11.2	11.1	First	
Student mark		50-54%	55-61%	62-69%	70-100%	
UL	Fail	Pass	Merit		Distinction	
Student mark		40-49 50-60%	61-67%		68%+	
Trinity	F2..... F1 ...	111	11.2	11.1	First	
Student mark	0 29 39	40-49	50-59	60-69%	70-100%	

Practice Educator Signature

Date

Student evaluation forms should be returned to the college within two weeks of placement completion

Level 2 Rating indicators should be used when completing this form page 6



TRINITY COLLEGE DUBLIN
COLÁISTE NA TRÍONÓIDE
BAILE ÁTHA CLIATH

Student Clinical Competency Evaluation Form

Level 2 Transition Student

Practice Educator _____

Clinic Location _____

Placement dates _____ From _____ To _____

Number of days completed _____ at mid placement review at end of placement

Caseload mainly (Please tick)

0-5 <input type="checkbox"/>	Child <input type="checkbox"/>	Adult <input type="checkbox"/>	Older people <input type="checkbox"/>
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Client group (Please indicate main client groups served)

Acquired communication disorders	Autism Spectrum	Dev. Speech & Language
Craniofacial Conditions	Dysfluency	Dysphagia
Intellectual impairment	Mental Health	Physical impairment
Sensory Impairment	Voice	Other

LEVEL 2

Students in transition will require a **moderate level of supervision, monitoring and feedback** to assess, diagnose, plan and implement therapy programmes. They will also need

- support to identify significant factors for clients with complex needs and to recognize the effects of general and clinical environmental factors on client management.
- guidance in the evaluation of therapy programmes and their impact on the clients and environments.
- reflection time, structured feedback and guidance to develop self monitoring of professional competencies

Rating	Descriptor
Not Evident	This skill was not demonstrated despite learning opportunities, supervision and support.
Emerging	The student has not consistently demonstrated acceptable levels of clinical skills.
Evident	The student has consistently demonstrated acceptable levels of clinical skills in this area with an appropriate level of supervision.
Enhanced	The student has demonstrated ability in this area that would be expected of a student at level 3.

Developing competencies should be evaluated and forms completed at the mid point and end of each placement by the key practice educator (in collaboration with other educators should there be others involved). The mid-placement evaluation should provide developmental feedback for the student and indicate if opportunities to develop the required competencies are available. If this evaluation indicates significant gaps in learning opportunities or in the ability of the student to avail of these the college should be notified. If opportunities have not arisen in the clinic to observe a student's competency in a specific area this item may be scored based on responses to a hypothetical clinical scenario presented by the practice educator. If the competency is rated in this manner this should be indicated in the comments section. The final evaluation should provide students with information on their current competency levels and this along with feedback from the practice educator should help the students to set new learning goals and develop a learning plan

Level 2 Rating indicators should be used when completing this form page 1

Professional Conduct

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	Mid placement		End of placement	
	Acceptable	Unacceptable	Acceptable	Unacceptable
Adheres to IASLT code of ethics				
Communicates with clients in a professional manner				
Obtains client consent in accordance with legal guidelines and the policies and procedures of the host agency				
Maintains all aspects of client confidentiality in accordance with legal and professional guidelines				
Maintains appropriate professional relationships with clients and carers				
Maintains appropriate professional relationships with colleagues				
Communicates with colleagues in a professional manner showing respect for their position, views and opinions				
Refrains from disparaging or unprofessional comments about the competencies of colleagues				
Adheres to the policies and procedures of the host agency e.g. health and safety, administration, record keeping etc.				
Shows punctuality in attendance, meeting deadlines and managing clinic time effectively				
Presents a professional image adhering to dress code and guidelines of the host agency				
Recognises own professional limits and competencies and works within professional boundaries				
Participates actively in developing own professional competencies				
Comments:				
Student signature				
Practice Educator Signature				
Date	Mid		End	

Level 2 Rating indicators should be used when completing this form page 2

Clinical assessment and planning

		Not Evident		Emerging		Evident		Enhanced		Comments
		Mid	End	Mid	End	Mid	End	Mid	End	
	Competency									
2	Collects and collates relevant client-related information systematically (e.g. case history, interviews and health records)									
2	Selects assessment procedures and tools (formal and informal) appropriate to the client's needs, abilities and cultural background									
2	Administers, records and scores a range of assessments accurately									
2	Analyses and interprets assessment findings using the professional knowledge base									
3	Formulates an appropriate diagnostic hypothesis									
3	Evaluates findings in light of client's needs and service resources									
3	Establishes clear long and short term objectives for intervention									
3	Demonstrates knowledge of the need for onward referral									
	End of placement total									

Comments

Level 2 Rating indicators should be used when completing this form page 3

Intervention

	Competency	Not Evident		Emerging		Evident		Enhanced		Comments
		Mid	End	Mid	End	Mid	End	Mid	End	
34	Reports evaluation findings effectively orally and in writing									
35	Maintains precise and concise therapy records									
36	Carries out administrative tasks and maintains service records									
37	Implements therapy using appropriate therapy techniques, materials and strategies									
38	Continuously evaluates intervention and modifies programme as necessary									
39	Adapts service delivery/ therapeutic approach in response to client/significant other needs									
40	Evaluates intervention and contributes effectively to client's long term management and discharge plan									
41	Observes, listens and responds to client/ significant other communications									
42	Uses appropriate vocabulary, syntax, intonation, volume and rate for context									
43	Introduces, presents, closes and evaluates session components									
44	Facilitates client participation by using clear instructions, modelling etc during intervention									
45	Uses prompts and clarification requests appropriately									
46	Provides appropriate verbal and non-verbal feedback on client performance									
47	Communicates and consults with relevant team members to progress the client management plan									
48	Uses outcome measures to determine efficacy of intervention									
	End of placement total									

Level 2 Rating indicators should be used when completing this form page 4

Self evaluation and continuous professional development

		Not Evident		Emerging		Evident		Enhanced		Comments
		Mid	End	Mid	End	Mid	End	Mid	End	
	Competency									
49	Identifies, reflects and reports on own clinical strengths and learning goals									
50	Uses learning resources appropriately to set and achieve learning objectives (e.g. feedback from practice educators, peers, books, videos, IT etc)									
	End of placement total									

Student signature

Practice Educator Signature

Date

Students should be provided with formative feedback at the end of placement with grades and marks disclosed in accordance with relevant college policy. All marks are subject to ratification by the college courts of examiners. Students who fail to demonstrate consistent competency in any area should be informed of this and a plan to develop that competency should be outlined by the student and practice educator.

Scores should be summarized on the tables 1 and 2 overleaf before returning the form to the college.

Comments:

Level 2 Rating indicators should be used when completing this form page 5

Table 1 Scoring summary

Competency area	Indicate number at each level			
	Not evident	Emerging	Evident	Enhanced
Clinical assessment and planning				
Intervention				
Self evaluation and continuous professional development				
End of placement totals				

Select the appropriate grade band from the totals on table 1 and mark grade and percentage under the appropriate college row of table 2 using the proportion of emerging / enhanced as a guide to deriving a percentage mark.

Table 2 Competency rating table

	Five or more competencies not evident or emerging will result in a failing grade.	The majority of competencies are evident with some (no more than 4) still emerging	The majority are evident with some enhanced and some (less than 4) still emerging.	All competencies are present and some (4+) are enhanced	All competencies are present and at least one third (8+) are enhanced	All competencies are present and majority (16+) are enhanced
Student grade and percentage						
UCC	Fail	Pass	11.2	11.1	First	
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Student mark	0 29 39	40-49	50-59	60- 69%	70- 100%	

Practice Educator Signature

Date

Student evaluation forms should be returned to the college within two weeks of placement completion

Level 2 Rating indicators should be used when completing this form page 6



TRINITY COLLEGE
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Student Clinical Competency Rating Indicators Level 2 Transition

LEVEL 2

Students in transition will require a **moderate level of supervision, monitoring and feedback** to assess, diagnose, plan and implement therapy programmes. They will also need

- support to identify significant factors for clients with complex needs and to recognize the effects of general and clinical environmental factors on client management.
- guidance in the evaluation of therapy programmes and their impact on the clients and environments.
- reflection time, structured feedback and guidance to develop self monitoring of professional competencies

Developing competencies should be evaluated and forms completed at the mid point and end of each placement by the key practice educator (in collaboration with other educators should there be others involved). The mid-placement evaluation should provide developmental feedback for the student and indicate if opportunities to develop the required competencies are available. If this evaluation indicates significant gaps in learning opportunities or in the ability of the student to avail of these the college should be notified. If opportunities have not arisen in the clinic to observe a student's competency in a specific area this item may be scored based on responses to a hypothetical clinical scenario presented by the practice educator. If the competency is rated in this manner this should be indicated in the comments section of the evaluation form. The final evaluation should provide students with information on their current competency levels and this along with feedback from the practice educator should help the students to set new learning goals and develop a learning plan.

The following broad guidelines should be followed in rating

Rating	Descriptor
Not Evident	This skill was not demonstrated despite learning opportunities, supervision and support.
Emerging	The student has not consistently demonstrated acceptable levels of clinical skills in this area.
Evident	The student has consistently demonstrated acceptable levels of clinical skills in this area with an appropriate level of supervision.
Enhanced	The student has demonstrated ability in this area that would be expected of a student at level 3.

Detailed guidelines for marking each area of competency are outlined in following pages. The degree of supervision, direction, support and guidance required by individual students will vary according to caseload, client needs and stage of placement.

Level 2 Clinical Competency Rating Indicators page 1

Clinical assessment and planning

	Competency	Not Evident	Emerging	Evident	Enhanced
1.	Collects and collates relevant client-related information systematically (e.g. case history, interviews and health records)	Not demonstrated despite learning opportunities, supervision and support	Does not gather adequate information to inform clinical decision making	Demonstrates professional interviewing skills and shows awareness of gaps in the available information	Consistently systematically collects and collates complete information from client/ significant other and/or health records and communication environment. Identifies and researches gaps in required information
2.	Selects assessment procedures and tools (formal and informal) appropriate to the client's needs, abilities and cultural background	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability to select assessment protocols	With guidance identifies specific areas that need to be assessed. Can select appropriate tools for detailed evaluation of specific aspects of the communication system based on theoretical rationale	Consistently selects appropriate assessment procedures or tools from available selection. Uses the professional knowledge base to devise informal assessment protocols for further detailed assessment.
3.	Administers, records and scores a range of assessments accurately	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent accuracy in administering, recording and scoring of assessments	Demonstrates ability to administer, record and score assessments accurately. Identifies need for changes to procedures in response to the client / context and modifies with guidance	Administers, records and scores assessments efficiently and makes timely modifications as client profile emerges.

Level 2 Clinical Competency Rating Indicators page 2

Clinical assessment and planning (continued)

	Competency	Not evident	Emerging	Evident	Enhanced
4.	Analyses and interprets assessment findings using the professional knowledge base	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability to use professional knowledge in analyses and interpretation.	Synthesizes relevant assessment findings to generate a tentative communication profile	Analyses, synthesizes and interprets relevant assessment findings and environmental information to generate an accurate communication profile
5.	Formulates an appropriate diagnostic hypothesis	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability in formulating diagnostic hypotheses	With guidance combines assessment data with a holistic profile of the client to formulate a diagnostic hypothesis	Independently analyses and interprets information generated by the assessment and formulates a holistic diagnosis
6.	Evaluates findings in light of client's needs and service resources	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability to evaluate client needs in context	With guidance evaluates assessment findings and diagnostic hypothesis using the professional knowledge base and identifying service resource constraints in conjunction with practice educator	Identifies appropriate priorities and intervention approaches for client management taking local service resources into account

Clinical assessment and planning (continued)

	Competency	Not evident	Emerging	Evident	Enhanced
7.	Establishes clear long and short term objectives for intervention	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability in establishing intervention objectives	Generates long term goals and short term intervention objectives based on assessment findings and the professional evidence base	Negotiates and establishes agreed long term goals and short term objectives for intervention with clients / significant other based on evaluation of the holistic client profile
8.	Demonstrates knowledge of the need for onward referral	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent knowledge of the need for onward referral	Demonstrates awareness of the scope of the professional remit and of own professional competencies. Can suggest and request guidance on appropriate onward referral.	Demonstrates awareness of the scope of own professional competencies and suggests appropriate onward referral within current clinical context
9.	Reports evaluation findings effectively orally and in writing	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability in reporting	Independently reports all relevant information orally and in writing appropriately to all recipients. Conforms with all legal and professional guidelines.	Independently conveys all relevant information on client profile and diagnosis in professional oral and written reports appropriate to all recipients and conforming to legal and professional guidelines. May need guidance to outline appropriate management options.

Intervention

	Competency	Not evident	Emerging	Evident	Enhanced
10.	Maintains precise and concise therapy records	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in this skill.	Writes objective, legible, timely records conforming to legal and professional guidelines with guidance and feedback.	Independently writes concise objective, legible, timely records conforming to legal and professional guidelines.
11.	Carries out administrative tasks and maintains service records	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability in administrative tasks	With guidance completes administrative tasks accurately and in a timely manner	Independently completes administrative tasks accurately and in a timely manner
12.	Implements therapy using appropriate therapy techniques, materials and strategies	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in implementing therapy	Shows evidence of pre placement preparation relevant to the caseload. With guidance selects appropriate therapy materials, techniques and strategies for clients presenting with common clinical communication profiles and implements therapy accurately.	Independently selects appropriate therapy materials, techniques and strategies for clients and carries out the therapy accurately.
13.	Continuously evaluates intervention and modifies programme as necessary	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in evaluating and adapting therapy	With guidance and feedback monitors and modifies intervention between sessions in response to client progress	Monitors and modifies intervention within sessions in response to client progress.

Intervention (continued)

	Competency	Not evident	Emerging	Evident	Enhanced
14.	Adapts service delivery/ therapeutic approach in response to client/significant other needs	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in adapting therapy approach	Adapts service delivery /therapeutic approach between sessions in response to the client/ significant other needs with guidance and feedback	Seeks guidance within session to adapt service delivery/therapeutic approach in response to the client/significant other needs as they arise.
15.	Evaluates intervention and contributes effectively to clients long term management and discharge plan	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in this skill	With guidance and feedback devises an appropriate and relevant long term intervention and discharge plan for client	Demonstrates an ability to independently develop appropriate long term intervention and discharge plans
16.	Observes, listens and responds to client/ significant other communications	Not demonstrated despite learning opportunities, supervision and support	Has not shown consistent ability to observe / respond to client/ other communication	With guidance and direction observes and responds appropriately to client /significant other verbal and non-verbal communication.	Independently observes and responds appropriately to client/significant other verbal and non-verbal communication
17.	Uses appropriate vocabulary, syntax, intonation, volume and rate for context	Not demonstrated despite learning opportunities, supervision and support	The student has not shown appropriate expressive communication skills consistently	Uses vocabulary, syntax, intonation, volume and rate for client/context appropriately for most of the session. With reflection, guidance and feedback can identify and modify inappropriate usage.	Demonstrates appropriate use of vocabulary, syntax, intonation, volume or rate for client /context for most of the session. Can independently identify and modify inappropriate usage.

Intervention (continued)

	Competency	Not evident	Emerging	Evident	Enhanced
18.	Introduces, presents, closes and evaluates session components	Not demonstrated despite learning opportunities, supervision and support	Has not shown consistent ability in informing client of session aims, format and content	Consistently outlines purpose, format and content of session components to client/significant other with guidance and feedback	Independently outlines purpose, format and content of session components to client/significant other.
19.	Facilitates client participation by using clear instructions, modelling etc during intervention	Not demonstrated despite learning opportunities, supervision and support	The student has not shown consistent ability in instructing client	Facilitates client participation using appropriate instruction formats with guidance and feedback.	Independently facilitates client participation using appropriate instruction formats
20.	Uses prompts and clarification requests appropriately	Not demonstrated despite learning opportunities, supervision and support	Has not shown consistent ability in using prompts and clarification requests	With guidance and feedback uses clarification requests / prompts to facilitate the intervention process	Independently uses clarification requests and prompts to facilitate the intervention process.
21.	Provides appropriate verbal and non-verbal feedback on client performance	Not demonstrated despite learning opportunities, supervision and support	Has not shown consistent ability to provide appropriate feedback to clients	With guidance and feedback provides appropriate verbal and nonverbal feedback to the client/ significant other in response to their performance during therapy	Independently provides appropriate verbal and non-verbal feedback to the client/ significant other in response to performance during therapy
22.	Communicates and consults with relevant team members to progress the client management plan	Not demonstrated despite learning opportunities, supervision and support	Has not shown consistent ability in consulting with others on client management	With guidance seeks and gives appropriate client related information	Independently seeks and gives appropriate client related information

Intervention (continued)

	Competency	Not evident	Emerging	Evident	Enhanced
23.	Uses outcome measures to determine efficacy of intervention	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability in using outcome measures	Uses appropriate measures accurately to measure intervention outcomes with guidance	Independently uses appropriate tools accurately to measure outcome of intervention. Recognises the contribution of outcome measures to evidence based practice

Self evaluation and continuous professional development

	Competency	Not evident	Emerging	Evident	Enhanced
24.	Identifies, reflects and reports on own clinical strengths and learning goals	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in this skill	With guidance and feedback reviews and identifies developing competencies and develops learning outcomes appropriate to the placement.	Independently reviews own developing competencies, accurately. Develops an action plan to address learning needs.
25.	Uses learning resources appropriately to set and achieve learning objectives (e.g. feedback from practice educators, peers, books, videos, IT etc)	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in setting and achieving own learning objectives	With guidance uses appropriate resources to set and achieve learning goals. Demonstrates behavioural changes to meet learning objectives.	Independently uses appropriate resources to set and achieve learning goals. Demonstrates behavioural changes to meet learning objectives

Students should be provided with formative feedback at mid and end of placement with grades and marks disclosed in accordance with relevant college policy. All marks are subject to ratification by the college courts of examiners. Students who fail to demonstrate consistent competency in any area should be informed of this and a plan to develop that competency should be outlined by the student and practice educator.

Student evaluation forms should be returned to the college within two weeks of placement completion. They are retained in the college for the duration of their clinical education programme in accordance with data protection policies.