



THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA



## Student Practice Evaluation Form *Revised Edition Package*



Division of Occupational Therapy  
School of Health and Rehabilitation Sciences

Student Practice Evaluation Form-Revised Edition Package  
(SPEF-R), © 2008 The University of Queensland

[www.uq.edu.au/spef](http://www.uq.edu.au/spef)





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Documents from the SPEF-R Package developed by the Division of Occupational Therapy, School of Health and Rehabilitation Sciences, The University of Queensland should be referenced as follows:

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- Division of Occupational Therapy. (2008). User Manual-Revised Edition. In *Student Practice Evaluation Form (SPEF)-Revised Edition Package*. Brisbane: The University of Queensland.
- Division of Occupational Therapy. (2008). Student Review of Professional Practice Placement-Revised Edition. In *Student Practice Evaluation Form (SPEF)-Revised Edition Package*. Brisbane: The University of Queensland.
- Division of Occupational Therapy. (2008). Resumé Preparation Tool – Record of Professional Practice Placement Experience-Revised Edition. In *Student Practice Evaluation Form (SPEF)-Revised Edition Package*. Brisbane: The University of Queensland.

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# Preface

## Background

The need for a criterion referenced assessment that emphasised formative and summative feedback for students undertaking part or full time professional practice placements during the latter years of their occupational therapy education was acknowledged by practice educators and academics alike in the early to mid 1990s. The SPEF was developed by a collaborative team representing occupational therapy academics and practice educators from diverse professional settings through extensive consultation with a range of stakeholders. These stakeholders included students, academics and practice educators representing a wide range of areas including traditional and emerging practice at the time. An action research methodology was used to develop, trial and refine the evaluation tool.

The SPEF was launched in 1998 at The University of Queensland and then utilised across the state of Queensland in 2000. Subsequently it has been adopted throughout Australia. In 2005, the SPEF development team was acknowledged with an Australian Award for University Teaching in the category *Excellence in Improving/Enhancing Assessment*.

## The revision process

A revision of the SPEF was timely as a result of its national uptake, changes in professional practice settings and service delivery models, and use in diverse occupational therapy education programs at both undergraduate and graduate entry levels. This has been undertaken by the SPEF Revision Team since 2005. Consistent with its development, the process has involved extensive stakeholder consultation. The revision has utilised national consultation with occupational therapy academics, practice educators and students from all Australian states. The Revision Team used national feedback/responses to rework the tool on the basis of the following:

- Responsiveness to emerging practice and future orientation
- Substantiation of rating decisions
- Revision of core items
- Rationalisation of item banks
- Utilisation of contemporary terminology and language.

## The SPEF-Revised Edition Package

The SPEF-R Package incorporates the following:

1. User Manual-Revised Edition
2. The Student Practice Evaluation Form-Revised Edition (SPEF-R)
3. The Student Review of Professional Practice Placement-Revised Edition
4. Resumé Preparation Tool – Record of Professional Practice Placement Experience-Revised Edition

## User Manual-Revised Edition

A thorough understanding of the User Manual contents is **imperative** when evaluating student performance with the SPEF-R. The validity and reliability of the SPEF-R are dependent on its correct use at both half way and final evaluation. For this reason SPEF-R users must be supplied with the User Manual-Revised Edition in addition to the SPEF-R itself.

## Training

The Revision Team **strongly advises** all practice educators to undertake training in the correct use of the SPEF-R in conjunction with the universities with which their students are affiliated.

A web based training package can also be accessed at **[www.uq.edu.au/spef](http://www.uq.edu.au/spef)**

## Acknowledgements

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### Student Review of Professional Practice Placement

## Resumé Tool

### Resumé Preparation Tool – Record of Professional Practice Placement Experience



Division of Occupational Therapy, School of Health and Rehabilitation Sciences, The University of Queensland.

## **Student Practice Evaluation Form** *Revised Edition Package*

# **User Manual**



# Overview of the evaluation

The Student Practice Evaluation Form-Revised Edition (SPEF-R) is designed to be graded **pass/fail**, with the emphasis on providing students with feedback that is helpful, objective and specific. The evaluation is completed at halfway, and again at the conclusion of the professional practice placement (referred to in the abbreviated form *practice placement*, or *placement* for the remainder of the document). Due to the comprehensive nature of the SPEF-R and the emphasis on sufficiency of observation to substantiate ratings/feedback, the evaluation is most suitable for later year/s block practice placements of at least five weeks duration. For practice placements of shorter duration, some universities have negotiated a license to use shortened versions, with key domains selected as appropriate to the practice objectives. Familiarity with this manual is recommended irrespective of the version being used.

The tool addresses **learning objectives** within the following **domains**:

- Professional Behaviour
- Self Management Skills
- Co-worker Communication
- Communication Skills
- Documentation
- Information Gathering
- Service Provision
- Service Evaluation

For each learning objective an **item bank** is provided. The **items** within a bank describe knowledge, behaviours and/or skills that contribute to the demonstration of a student's achievement of the associated learning objective. Each item is rated on a **five point scale**. Professional practice educators (referred to in the abbreviated form *practice educators* for the remainder of the document) are encouraged to customise item **examples** to enhance the "fit" of the evaluation to their workplace. Different item banks have different numbers of items, however this does not reflect the importance of the associated learning objective. Instead it reflects the differing nature of the learning objectives and the key behaviours considered necessary to meet them. While some item banks are used for all workplaces, others vary in their focus and/or terminology. Consequently in three domains a choice of two broad **streams (Direct Service Provision and Project Management/Consultancy)** is provided to practice educators to better capture the knowledge, behaviours and skills required by their roles or workplaces.

Within this basic framework, **core items** have been identified. The core items are considered essential components of occupational therapy practice. Therefore the rating of core items has a significant bearing on the overall outcome of the evaluation.

In addition to rating items, practice educators also provide more specific written feedback about the related learning objectives in the **feedback/recommendations** space provided.

Finally, a **summary statement** regarding the student's overall performance is recorded together with a result of **pass or fail**. Students must achieve the stated minimum requirements in order to be awarded a passing result. (See pages 13 – 15 for specific details of minimum requirements.)

Prior to using the SPEF-R it is highly recommended that practice educators attend training and/or access the web based training package at [www.uq.edu.au/spef](http://www.uq.edu.au/spef). Students are also encouraged to familiarise themselves with the tool by using the training package.



# Learning objectives and domains

The **learning objectives** broadly cover the knowledge, behaviours and skills students will need to develop if they are to provide effective services as occupational therapists. As previously mentioned, these objectives relate to the following **domains**:

1. Professional Behaviour
2. Self Management Skills
3. Co-worker Communication
4. Communication Skills
5. Documentation
6. Information Gathering
7. Service Provision
8. Service Evaluation

Each learning objective is stated in full at the beginning of each item bank. (See the circled example following.)

## Example:

### 1. Professional Behaviour

Same item bank  
for all settings

**Learning Objective:** Conducts self in a professional manner.

Please tick the appropriate box

►  
C  
O  
R  
E

1. **Respects rights, values, beliefs and needs of service users and staff** e.g. uses non-discriminatory and non-judgemental language; validates others' values and perspectives; separates own values from those of others; adheres to relevant legislation ...

Halfway:

NA

1

2

3

4

5

I/O

Final:

NA

1

2

3

4

5

I/O

**Important**



- Learning objectives are stated in full at the beginning of each item bank.

# Streams

For domains 4, 6 and 7 i.e. those addressing **communication skills, information gathering and service provision**, practice educators choose one of two broad streams to best reflect the nature of their role, the terminology of their workplace and/or the students' learning objectives.

These streams are:

**A**

**Direct Service Provision** – The occupational therapist has **direct contact** with service users and often their families/significant others. The therapist may **provide individual and/or group therapy services** or may primarily act in a **case management role**, co-ordinating and supporting the intervention of other service providers.

**B**

**Project Management / Consultancy** – This area encompasses a broad range of roles including the provision of **consultancy services** to workplaces, **management of major projects** and involvement in **research**.

(It does not encompass assignments/projects a practice educator may require as part of a predominantly direct service provision practice placement. Such work would be assessed using appropriate items within the SPEF-R e.g. A literature review presented to co-workers could be assessed using Co-worker Communication, Item 3.)

The evaluation form cues practice educators when a choice of streams has to be made i.e. domains 4, 6, 7.

The practice educator is only required to complete **one** stream for each of these domains. Where there is some overlap in a therapist's roles, the practice educator is asked to choose the option that **best** describes the knowledge, behaviours and skills needed in his/her primary role. At the commencement of the practice placement the practice educator should inform the student which stream will be used in the evaluation process. In **rare** circumstances, more than one option may seem highly relevant and the practice educator may complete the additional stream if desired. In such a case the student would be required to pass *both* streams.

**Important**

- For domains 4, 6 and 7 choose *either* Stream **A** (Direct Service Provision) *or* **B** (Project Management Consultancy), whichever stream *best fits your* workplace.
- At the commencement of the practice placement, inform your student which stream has been chosen.

# Terminology

The SPEF-R has incorporated the use of some generic terminology to best represent the contemporary scope of occupational therapy services, and to accommodate possible future developments within the profession.

This terminology includes:

- *Practice placement (professional practice placement)* which incorporates alternative terms including fieldwork, student/clinical placement.
- *Practice educator (professional practice educator)* who in some settings may be referred to as a clinical educator, a supervisor or clinical supervisor.
- *Service user/s* which incorporates alternative terms including client/s, consumer/s, patient/s, community/client forums and/or groups etc.
- *Information gathering* which incorporates assessment, both formal and informal.
- *Service provision* which in some settings may be referred to as intervention.

When giving feedback, and in discussions with students practice educators should feel comfortable to adopt the terminology used in their workplace.

**Important**



Terminology incorporates the use of generic terms *practice placement, practice educator, service user/s, information gathering and service provision.*

# Items

The item banks are comprised of **items** which describe the knowledge, behaviours and skills required to meet the learning objective.

These behaviours are numbered and written in bold type on the evaluation form. (See the circled item following.)

## Example:

### 5. Documentation

Same item bank  
for all settings

**Learning Objective:** Develops and maintains appropriate documentation.

Please tick the appropriate box

CORE	1. <b>Adheres to formal workplace documentation requirements</b> e.g. produces timely, accurate, grammatically correct written work; observes confidentiality; uses appropriate language, format, frequency and distribution; stores information appropriately; uses appropriate range of specialised documents ...	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O

More information is provided immediately following the bolded item in the form of **examples**. (See the circled example following.)

## Example:

### 5. Documentation

Same item bank  
for all settings

**Learning Objective:** Develops and maintains appropriate documentation.

Please tick the appropriate box

CORE	1. <b>Adheres to formal workplace documentation requirements</b> e.g. produces timely, accurate, grammatically correct written work; observes confidentiality; uses appropriate language, format, frequency and distribution; stores information appropriately; uses appropriate range of specialised documents ...	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O

The purpose of these examples is to provide clarification and to facilitate the practice educator's recall of the student's experiences and performance. They are *not* intended to be an exclusive list of the behaviours or contexts that the item addresses, but provide **some examples only**. These examples also serve to provide students with useful prompts of required behaviours.

Occasionally some examples may seem to contain information included previously e.g. confidentiality. This is intentional, providing a number of contexts in which the behaviour is applicable.

Additional space has been provided in the table to allow practice educators to note their own **workplace specific examples**. (See the circled example following.)


### Example:

## 5. Documentation

Same item bank  
for all settings

**Learning Objective:** Develops and maintains appropriate documentation.

Please tick the appropriate box

		Halfway:	NA	1	2	3	4	5	I/O
CORE	<b>1. Adheres to formal workplace documentation requirements</b> e.g. produces timely, accurate, grammatically correct written work; observes confidentiality; uses appropriate language, format, frequency and distribution; stores information appropriately; uses appropriate range of specialised documents ...	Final:	NA	1	2	3	4	5	I/O
									
CORE	<b>2. Writes documents in an objective manner with interpretations and recommendations supported</b>	Halfway:	NA	1	2	3	4	5	I/O

In preparing for practice placements, practice educators are encouraged to customise these examples to suit their organisational role and context. Therefore prior to a placement commencing, *it is strongly recommended that practice educators record for each item, additional examples of workplace specific behaviours they would be looking for to substantiate ratings allocated during the practice placement*. There may also be some examples that do not appear relevant to the workplace. In this instance, the practice educator may wish to indicate this by drawing a line through the existing example. Customised examples should be shared with students at the commencement of the practice placement, and may be useful in planning learning experiences throughout its duration. While formulating examples may seem a potentially time consuming task, it generally only needs to be done once, with the same examples being relevant for subsequent students.

Within the evaluation **core items** can be easily identified by the ➤ symbol. (See the circled example following.)

**Example:**

## 5. Documentation

Same item bank  
for all settings

**Learning Objective:** Develops and maintains appropriate documentation.

Please tick the appropriate box

➤  
CORE

1. **Adheres to formal workplace documentation requirements**

e.g. produces timely, accurate, grammatically correct written work; observes confidentiality; uses appropriate language, format, frequency and distribution; stores information appropriately; uses appropriate range of specialised documents ...

Halfway:

NA 1 2 3 4 5 I/O

Final:

NA 1 2 3 4 5 I/O

These items/behaviours are considered foundational to the practice of occupational therapy. A review of the *Australian Competency Standards for Entry-Level Occupational Therapists* (OT Australia, 1994) and the results of student performance during practice placement informed the selection of core items. Particular attention was paid to the deficiencies in knowledge, behaviours and skills that commonly contribute to student failure.

Students are required to achieve a minimum rating of 3 on each of these core items in the final evaluation to achieve an overall pass. Core behaviours/items have been identified for all learning objectives.

**Important**



- Plan ahead – customise/develop specific workplace examples for *each* item before your student arrives, and let the student know what they are.
- Core items are identified within the evaluation by the ➤ symbol.
- Students are required to achieve a minimum rating of 3 on *each* core item to pass overall.



# Rating a student's performance

## The rating scale

Each item is rated according to the following five point scale or as *insufficient observation* or *not applicable*.

<b>FAILING</b>	<b>1. Performs Unacceptably:</b> Fails to demonstrate competence; performs in an unsafe and/or inappropriate manner; requires constant monitoring and/or assistance/direction; fails to demonstrate an understanding or application of feedback to improve performance; demonstrates inadequate understanding and application of fundamental knowledge and skills (displays significant gaps and/or inaccuracies).
<b>EXPERIENCING DIFFICULTY</b>	<b>2. Performs Marginally:</b> Demonstrates limited competence (marked inconsistency may be evident); performs safely and appropriately with substantial supervision and/or assistance/direction; demonstrates limited understanding and application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).
<b>PASSING</b>	<b>3. Performs Adequately:</b> Demonstrates satisfactory performance; performs safely and appropriately with appropriate levels of supervision and occasional prompting; demonstrates acceptable understanding and application of fundamental knowledge and skills.
	<b>4. Performs Proficiently:</b> Demonstrates effective performance consistently; performs safely and appropriately consistently (supervision may still be appropriate due to the nature of the setting); demonstrates thorough breadth and depth of understanding and effective application of fundamental knowledge and skills.
	<b>5. Performs With Distinction:</b> Demonstrates accomplished performance consistently; performs safely and appropriately consistently (supervision may still be appropriate due to the nature of the setting); demonstrates substantial breadth and depth of understanding and skilful application of fundamental knowledge and skills.
	<b>N/A – Not Applicable:</b> The behaviour has not been required as part of the student's learning experience. (The behaviour may or may not be relevant to the setting.) For the purposes of determining a result, N/A is considered equivalent to a rating of 3. Students should be informed at the commencement of the practice placement which items (if any) are considered not applicable.
	<b>I/O – Insufficient Observation:</b> The behaviour or skill has not been observed often enough for the practice educator to make a determination regarding performance. For the purposes of determining a result, I/O is considered equivalent to a rating of 3. A rating of I/O at halfway may indicate useful learning experiences to include in the remaining period of practice placement.

## Important



- Ratings of N/A and I/O are equivalent to a rating of 3.
- Inform students of items that will be considered N/A.
- A rating of I/O on the halfway evaluation may indicate useful learning experiences for the second part of the practice placement.

## Using the rating scale

When completing the evaluation it is recommended that the practice educator have the full rating scale in view, to help identify which rating most accurately describes the student's knowledge/behaviours and/or skills for each item. Within the rating scale the general level of competence is expanded upon, incorporating key concepts which address safety and appropriateness (physical, psychological, cultural etc), degree of assistance/prompting/monitoring required, and level/application of knowledge and skills.

Students are to be rated **as students**, as opposed to being evaluated as newly graduating therapists. For each practice placement students encounter new experiences in new contexts. The skills and behaviours described in domains 1– 5 are probably more able to be generalised and therefore students may demonstrate growth in these areas as they encounter subsequent practice placements. However this is less likely to be the case for domains 6 – 8 where they may encounter context specific learning experiences for the first time.

Within the SPEF-R the rating scale fundamentally distinguishes between satisfactory and unsatisfactory performance. A rating of 3 and above indicates that a satisfactory level of performance has been demonstrated. Naturally, students are encouraged to seek to develop their knowledge and skills to a higher level over the course of the practice placement. It should be noted that ratings of 5 indicate *accomplished* performance at a *student level*, and individual student profiles *dominated* by 5s would be uncommon. Practice educators however are encouraged to allocate a rating of 5 when it is deserved. (An example of what student performance *could* look like at different levels of the rating scale is provided in Appendix B.)

It should be noted that allocating ratings is only one element of the teaching and evaluation process. Providing comprehensive qualitative comments in the *Feedback/Recommendations* sections of the form is foundational to the effective use of the SPEF-R. (For more information see *Feedback/Recommendations* on page 12.)

The rating scale appears in the right hand column of each item bank. (See the circled example following.)

### Example:

## 5. Documentation

Same item bank  
for all settings

**Learning Objective:** Develops and maintains appropriate documentation.

►  
C  
O  
R  
E

### 1. Adheres to formal workplace documentation requirements

e.g. produces timely, accurate, grammatically correct written work; observes confidentiality; uses appropriate language, format, frequency and distribution; stores information appropriately; uses appropriate range of specialised documents ...

Halfway:

NA 1 2 3 4 5 I/O

Final:

NA 1 2 3 4 5 I/O

Please tick the appropriate box

Practice educators are asked to tick their chosen rating in the appropriate line of boxes on the form. **Practice educators can allocate whole ratings only i.e. half marks are not permissible.** *In situations where student performance has changed in the period between halfway and final evaluation, yet the degree of change is insufficient to allocate a different rating, practice educators are encouraged to highlight the changes that have been noted in the corresponding Feedback/Recommendations section of the form.*

Rating for each item at halfway is based on *overall* student performance for the relevant behaviours from commencement to halfway. Final evaluation is based on *overall* student performance for each item from halfway to the practice placement's completion. Halfway and final evaluation standards should be the same.

Space is provided on the evaluation form to complete both the halfway and final assessment. Practice educators who prefer to rate the final evaluation without reference to halfway ratings can do so but will need to photocopy extra forms.

**Important**

- Students are to be rated as *students*.
- Numerical ratings must go hand in hand with feedback.
- Ratings are allocated on a five point scale. No half marks.
- Use *Feedback/Recommendations* section to highlight change when a change in rating is not warranted.
- Rating for each item at halfway is based on *overall* performance for the relevant behaviours from commencement.
- Rating for each item at the final evaluation is based on overall performance for the relevant behaviours from halfway to completion.
- Halfway and final assessment standards should be the same.

## Substantiating ratings

During the practice placement, practice educators will need to gather information to provide the student with high quality feedback and to substantiate the process of providing ratings and recommendations. Suitable methods of gathering relevant information include direct observation of the student, asking questions, viewing written reflections, reading documentation and asking the student to present information. Practice educators are encouraged to decide *prior to the commencement* of the practice placement the type of information required to substantiate ratings for *each* SPEF-R item. Examples of the knowledge/behaviours and/or skills that could be used to substantiate evaluation should be shared with the student at the commencement of the practice placement. Information used to substantiate evaluation decisions needs to be **valid**, addressing what is meant to be evaluated; and **sufficient**, ensuring enough information is available to support the evaluation process. A rating of I/O is able to be given when the practice educator determines there has been insufficient opportunity to observe a behaviour/skill.

**Important**

- Plan ahead – consider *prior to the commencement* of the practice placement the type of information required to substantiate ratings for *each* SPEF-R item.
- Substantiating information needs to be *valid* and *sufficient*. (This could be planned at the same time that individualised workplace examples are developed [see page 7]).
- Give students examples of the knowledge, behaviours and skills you are looking for.

## Feedback and recommendations

As a primary emphasis of the SPEF-R is to provide constructive and detailed feedback, in addition to rating items, practice educators are asked to provide specific written feedback about the related learning objective in the **Feedback/Recommendations** section following each item bank. Students are more likely to be able to modify behaviours if the feedback is objective and identifies clearly what behaviour change is necessary for improvement. For example, instead of a student being told he/she has “poor communication skills”, he/she could be specifically encouraged to

- maintain eye contact
- speak more slowly and clearly

Hence, practice educators are encouraged to write comments in terms of **current behaviours** and/or **desired behaviours**. Subsequently the practice educator and student may use these comments to collaboratively develop strategies to enable the student to meet requirements and/or further develop his or her competence.

When writing comments, practice educators are asked to specify which item they are referring to by noting its corresponding number. Not all items may need additional comment. If practice educators require more space they may wish to insert additional pages.

**Important**

- Comments within the *Feedback/Recommendations* section should be *specific* and *objective*, clearly describing *current* and/or *desired behaviours*.
- These comments are useful as a launching pad for discussion. Together develop strategies to encourage increasing competence.

# Summary feedback

The **halfway** and **final summary feedback** pages are located after the *Feedback/Recommendations* section of the final item bank. Here the practice educator records the result of pass or fail and provides more general feedback about the student's performance.

## Determining an overall result

The student's overall result of pass or fail is determined by the specific criteria outlined below. These criteria relate to each domain and to the evaluation as a whole.

**Practice educators should work systematically through the following steps to determine the overall result.**

- Step 1. Rate each item from the relevant item bank in each domain.**  
(NB: Ratings of N/A and I/O are to be counted as a pass for that item and are considered equivalent to a rating of 3.)
- Step 2. Determine if the student has passed or failed the relevant learning objective for each domain.**  
To pass a learning objective, the student must achieve both of the following:
- **Pass *all* core items within the relevant item bank i.e. achieve at least a rating of 3 on all core items.** (These items are indicated with a ► symbol). **If a student fails a core item, he/she consequently fails the evaluation overall.**
  - **Also pass at least the minimum number of additional items indicated in Table 1** (page 15).  
The minimum requirement for the learning objective is also indicated on the evaluation form. (See the circled example following.)

### Example:

**Performance Scores:** 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Minimum requirement for passing: passes both core items (►).

Halfway:	Passed <input type="checkbox"/>	Failed <input type="checkbox"/>
----------	---------------------------------	---------------------------------

Final:	Passed <input type="checkbox"/>	Failed <input type="checkbox"/>
--------	---------------------------------	---------------------------------

Once the result for the learning objective has been determined mark the pass or fail box. (See the circled example following.)

**Example:**

**Performance Scores:** 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

**Minimum requirement for passing:** passes both core items ( ➤ ).

Halfway:	Passed <input checked="" type="checkbox"/>	Failed <input type="checkbox"/>
Final:	Passed <input type="checkbox"/>	Failed <input type="checkbox"/>

**Step 3. Determine if the student has passed all relevant learning objectives. To achieve an overall pass the student must pass the relevant learning objective for all domains.**

For **examples of scoring**, refer to Appendix A, pages 21 – 24.

**Important**



- Ratings of N/A and I/O are to be counted as a pass for that item and are considered equivalent to a rating of 3
- To achieve an overall pass the student must achieve *all* of the following:
  - Pass all core items.
  - Pass the additional minimum requirements indicated for each relevant learning objective (see Table 1). Minimum requirements are also indicated below each item bank.
  - Pass the relevant learning objective for all domains.



Table 1:

## Minimum requirements for passing each learning objective

Domain	Item Bank and Associated Learning Objective	Minimum Requirement for Passing Learning Objective* (NB: a pass is a rating of 3 or more)
Professional Behaviour	1. Professional Behaviour <i>Conducts self in a professional manner</i>	Passes all 4 core items (➤). N/A and I/O=rating of 3
Self Management Skills	2. Self Management Skills <i>Demonstrates effective self management skills</i>	Passes both core items (➤) plus 2 other items. N/A and I/O=rating of 3
Co-worker Communication	3. Co-worker Communication <i>Communicates effectively within the workplace</i>	Passes both core items (➤). N/A and I/O=rating of 3
Communication Skills	4 <b>A</b> Communication Skills (Direct Service Provision) <i>Communicates effectively with service users and significant others</i>	Passes all 4 core items (➤). N/A and I/O=rating of 3
	4 <b>B</b> Communication Skills (Project Management/Consultancy) <i>Communicates effectively with stakeholders/organisational clients</i>	Passes all 3 core items (➤). N/A and I/O=rating of 3
Documentation	5. Documentation <i>Develops and maintains appropriate documentation</i>	Passes both core items (➤). N/A and I/O=rating of 3
Information Gathering	6 <b>A</b> Information Gathering (Direct Service Provision) <i>Demonstrates effective information gathering skills</i>	Passes all 3 core items (➤) plus 2 other items. N/A and I/O=rating of 3
	6 <b>B</b> Information Gathering (Project Management/Consultancy) <i>Develops and completes effective information gathering processes</i>	Passes both core items (➤) plus 3 other items. N/A and I/O=rating of 3
Service Provision	7 <b>A</b> Service Provision (Direct Service Provision) <i>Develops and conducts/manages effective service provision</i>	Passes all 4 core items (➤) plus 1 other item. N/A and I/O=rating of 3
	7 <b>B</b> Service Provision (Project Management/Consultancy) <i>Designs and implements effective service provision</i>	Passes all 4 core items (➤) plus 1 other item. N/A and I/O=rating of 3
Service Evaluation	8. Service Evaluation <i>Demonstrates effective evaluation skills</i>	Passes the core item (➤) plus 2 other items. N/A and I/O=rating of 3

\* Learning objectives are associated with item banks containing different numbers of items, accordingly different **minimum requirements** have been developed for each objective.

## Summary feedback at halfway evaluation

The SPEF-R is initially completed at the halfway point of the practice placement. In addition to providing ratings and feedback relating to each domain and the associated learning objective, practice educators also complete the **Summary Feedback at Halfway**. Here the practice educator indicates if the student is passing or failing overall, according to the minimum requirements just described, and provides general feedback. (If the student has failed, or is at risk of failing please see *If concerns exist*, page 17.)

General feedback provided may address the student's strengths, key learning outcomes for the remainder of the practice placement (required/desired outcomes) and suggestions for further learning experiences. Evaluation results are then discussed with the student and the form signed and dated by all parties. Students should be provided with a copy of the evaluation. Some practice educators ask students to reflect on their own performance, completing a SPEF-R as a self-evaluation process.

The halfway evaluation is also an excellent opportunity for practice educators to seek feedback from students. Feedback may be sought about the adequacy of time which has been available for supervision, whether expectations are perceived as being clear and realistic, whether the workload needs to be adjusted, if there are additional experiences the student feels may be beneficial and whether the student is satisfied with the level of independence expected of him/her. Many students are reluctant to offer this type of feedback unless it is sought. Practice educators may find the **Student Review of Professional Practice Placement-Revised Edition** (located following the SPEF-R) to be a useful tool for facilitating such feedback.

**Important**



### At the Halfway Evaluation

- Provide ratings and feedback for each domain and the associated learning objective.
- Indicate if the student is *passing* or *failing*. (See *Determining an overall result*, page 13). If the student has failed, or is at risk of failing see *If concerns exist*, page 17.
- Provide *general* feedback – this may address the student's strengths, required/desired outcomes and suggestions for further learning experiences.
- Discuss the evaluation with the student. All parties sign and date the document. Provide the student with a copy for his/her records.
- Seek feedback about the practice placement from the student.

## If concerns exist

If, at halfway, the student is identified as experiencing difficulties that place him/her at risk of failing the practice placement alert university staff as soon as possible. The **Concerns Exist Form** (located on the final pages of the SPEF-R) is provided to assist with this process. Initial contact regarding difficulties may also be made by phone or email. Prior to students commencing, it is helpful to become familiar with the preferred procedures of the university involved.

**Important**



- Notify the university as soon as possible if you have concerns that the student may be at risk of failing. (The **Concerns Exist Form** is one way of communicating this information to the university.)

## Summary feedback at final evaluation

The final result is determined in the last week of the practice placement by the practice educator/s, and in the case of a student experiencing difficulty, in collaboration with university staff as required.

Ratings and feedback for each domain and the associated learning objective are again provided. After recording the overall result of pass or fail according to the minimum requirements, the practice educator is asked to complete a *brief overall summary* of the student's performance, focussing on performance from halfway. Previous specific feedback need not be repeated, rather it is an opportunity to put comments and recommendations into an overall context. Practice educators may wish to comment on the student's overall strengths and areas where skills are emerging and /or provide recommendations for future learning. Some practice educators may ask students to self-evaluate using the SPEF-R at this time.

Students themselves are encouraged to detail the workplace specific learning opportunities they have undertaken in the **Resumé Preparation Tool – Record of Professional Practice Placement Experience-Revised Edition**, located following the *Student Review of Professional Practice Placement*. Here they are encouraged to record practice frameworks used, general characteristics/issues of service users/stakeholder groups, relevant legislation/policies informing practice etc. *Practice educators therefore need not outline background workplace specific information in their summary.*

Once the evaluation is discussed together by the practice educator/s and student, all parties sign and date the document. The **original copy** (signed and dated) should then be returned as quickly as possible to university staff. The student should receive a copy for his/her records.

Practice educators may again wish to seek feedback about the practice placement from the student. Feedback may be provided in written form. (See *Student Review of Professional Practice Placement-Revised Edition*. Alternatively, some workplaces develop their own forms.) Written feedback can serve as a useful basis for discussion.



- Provide ratings and feedback for each domain and the associated learning objective.
- Allocate a result of pass or fail. (See *Determining an overall result*, page 13).
- Provide a *brief overall summary* of performance. There is no need to repeat previous specific feedback, or outline background workplace information. Comment on your overall evaluation of the student's performance, and/or provide general recommendations.
- Discuss the evaluation with the student. All parties sign and date the document. Return the signed original to the university as soon as possible.
- Provide the student with a copy of the evaluation.

## Student Review of Professional Practice Placement-Revised Edition

At the completion of the practice placement the student may be required to provide his/her practice educator with formal feedback using the ***Student Review of Professional Practice Placement-Revised Edition*** (located following the SPEF-R). Some workplaces have their own tool for providing feedback. (At the commencement of the practice placement students should be made aware of what feedback will be expected.) Once the feedback information has been discussed it should be signed by the practice educator/s and student and if required, returned to university staff with the completed SPEF-R. If the practice educator wishes, a cover note with any additional comments/contextual information may be added to the *Student Review of Professional Practice Placement* prior to its return.

## Resumé Preparation Tool – Record of Professional Practice Placement Experience-Revised Edition

The ***Resumé Preparation Tool – Record of Professional Practice Placement Experience-Revised Edition*** (the final document in the SPEF-R Package) is a useful way for students to record information about their practice placement experiences. This type of information is often crucial when completing job selection criteria and resumes. Use of this form is optional and therefore students are not required to present it for perusal.

# Checklist of key steps

## Before the student arrives

- ☐ Familiarise yourself with the tool – read the User Manual, attend training, access the web based training package on **www.uq.edu.au/spef**.
- ☐ Choose the stream you will use for learning objectives 4, 6 and 7. (See page 4.)  
 Choose Stream **A** – if you provide direct services, either providing direct therapy or working primarily in a case manager role.  
 Choose Stream **B** – if you are primarily providing consultancy/project management services or are involved in research.
- ☐ Generate workplace specific examples for each item on the SPEF-R. (See page 7.)  
 Determine which (if any) items will be rated as N/A. (See page 9.)
- ☐ At the same time identify specific behaviours/skills that would provide substantive information when applying the rating scale and giving feedback. (See page 11.)

## When the student arrives

- ☐ Provide the student with the information regarding which stream (**A** or **B**) will be used, and the workplace specific examples you have developed for each item. Give students examples of the knowledge, behaviours and/or skills you are looking for to substantiate ratings and feedback. If applicable, inform students of items that will be rated N/A. Also indicate the method you would prefer student feedback regarding practice placement experience to be given.  
 (See pages 4, 7, 9, 11, 16, 17, 18.)

## At halfway evaluation

Complete the SPEF-R. *Results for each item are based on the overall performance from commencement of the practice placement to halfway.*

- ☐ Provide a rating for each item. (See page 10.) The five point rating scale is applied. Have full descriptors of the scale in view when allocating ratings. (See page 9.)
  1. Performs Unacceptably
  2. Performs Marginally
  3. **Performs Adequately – considered a pass**
  4. Performs Proficiently
  5. Performs With Distinction
 N/A Not Applicable  
 I/O Insufficient Observation  
 (Ratings of N/A and I/O are considered a pass for the item and are equivalent to a rating of 3.)
- ☐ Provide helpful, objective and specific comments in the relevant *Halfway Feedback/Recommendations* section for *each* domain. (See page 12.)
- ☐ Complete *Summary Feedback at Halfway*. (See pages 13–16.)

- Use the scoring criteria to determine a result of pass or fail. (See page 13.)
  - The student must pass all core items. (Those identified with a ► symbol.)
  - The student must also pass the additional minimum requirements indicated for each relevant learning objective. (See Table 1, page 15.) The minimum requirements are also indicated below each item bank.
  - The student must pass the relevant learning objective for all domains
  - Provide general feedback. Comments may address strengths, required/desired outcomes and/or suggestions for learning experiences for the final period of practice placement. (See page 16.)
  - Some practice educators ask the student to self-evaluate using the SPEF-R at this time.
- ☐ If the student has failed or is at risk of failing contact university staff as soon as possible. (See page 17.) This can occur before halfway if concerns become evident early. The *Concerns Exist Form* is one method of communicating this information.
- ☐ Discuss the assessment with the student and provide him/her with a copy. (See page 16.)
- ☐ Ask the student for feedback about the practice placement. Consider using the *Student Review of Professional Practice Placement-Revised Edition* to facilitate this process. (See pages 16, 18.)

## At final evaluation

*Results for each item are based on the overall performance from halfway to the completion of the practice placement.*

- ☐ Complete the SPEF-R as for Halfway. If student performance has changed for specific items, but the degree of change is insufficient to warrant a different rating, use the *Feedback/Recommendations* section to highlight the change noted. (See page 11.)
- Allocate a final result of pass or fail. (See page 13.) The decision to fail a student at the completion of the practice placement is usually made in collaboration with university staff. (See page 17.)
  - Summary Feedback does not need to repeat previous specific feedback, but is an opportunity to comment on overall performance, and/or provide general recommendations. (See page 17.)
  - Some practice educators ask the student to self-evaluate using the SPEF-R at this time.
- ☐ Discuss the evaluation with the student. (See page 17.)
- ☐ Practice educator/s and student sign the document. The original is sent to university staff. The student is provided with a copy. (See page 17.)
- ☐ Practice educators may again wish to seek feedback from the student, either formally (using the *Student Review of Professional Practice Placement-Revised Edition* or an alternative workplace specific form), or less formally, through use of discussion. Written feedback may serve as a useful springboard for discussion. (See pages 17, 18.)
- ☐ Students may choose to complete the *Resumé Preparation Tool – Record of Professional Practice Placement Experience-Revised Edition* (the final section of the SPEF-R Package) to assist future recall of relevant practice experiences. Specific information of this nature is often crucial when preparing employment applications, particularly selection criteria. (See pages 17, 18.)





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## Student Practice Evaluation Form *Revised Edition Package*

# Appendix A

Allocating a result of  
pass or fail – **examples** of  
applying scoring criteria

The following pages contain examples which highlight the correct use of the scoring criteria.  
(For full details of scoring criteria see pages 13 – 15.)

### Example 1: Failing a core item

## 1. Professional Behaviour

Same item bank  
for all settings

**Learning Objective:** Conducts self in a professional manner.

Please tick the appropriate box

CORE	1. <b>Respects rights, values, beliefs and needs of service users and staff</b> e.g. uses non-discriminatory and non-judgemental language; validates others' values and perspectives; separates own values from those of others; adheres to relevant legislation ...	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O	
CORE	2. <b>Adheres to privacy and confidentiality requirements</b> e.g. handles workplace documentation appropriately; adheres to privacy policies, legislation and codes of conduct ...	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O	
CORE	3. <b>Ensures personal, co-worker and service user safety</b> e.g. complies with occupational health and safety policies, procedures and legislation; demonstrates awareness of potential hazards; identifies need for risk analysis; reports incidents as required ...	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O	
CORE	4. <b>Adheres to workplace procedures and expectations</b> e.g. adapts to workplace culture; maintains appropriate appearance and attire; follows administrative procedures; manages shared spaces and resources appropriately ...	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O	
	5. <b>Represents Occupational Therapy (OT) in an appropriate manner</b> e.g. explains OT clearly to others; assumes OT role appropriate to setting; adheres to OT Australia Code of Ethics ...	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O	

**Performance Scores:** 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

**Minimum requirement for passing:** passes all 4 core items (➤).

Halfway:	Passed <input type="checkbox"/>	Failed <input checked="" type="checkbox"/>
Final:	Passed <input type="checkbox"/>	Failed <input type="checkbox"/>

The student has **failed a core item** (➤) i.e. has failed to achieve at least a 3 for a core item. (Student received a 2 for item 4.) The student has therefore **failed the learning objective for this domain** (see Table 1., page 15 or the scoring key below the item bank) **and consequently has failed the evaluation overall.**

**Example 2: Scoring I/O on a core item****1. Professional Behaviour**Same item bank  
for all settings**Learning Objective:** Conducts self in a professional manner.

Please tick the appropriate box

CORE	1. <b>Respects rights, values, beliefs and needs of service users and staff</b> e.g. uses non-discriminatory and non-judgemental language; validates others' values and perspectives; separates own values from those of others; adheres to relevant legislation ...	Halfway:	NA	1	2	3	4	5	<input checked="" type="checkbox"/>
	Final:	NA	1	2	3	4	5	I/O	
CORE	2. <b>Adheres to privacy and confidentiality requirements</b> e.g. handles workplace documentation appropriately; adheres to privacy policies, legislation and codes of conduct ...	Halfway:	NA	1	2	3	4	<input checked="" type="checkbox"/>	I/O
	Final:	NA	1	2	3	4	5	I/O	
CORE	3. <b>Ensures personal, co-worker and service user safety</b> e.g. complies with occupational health and safety policies, procedures and legislation; demonstrates awareness of potential hazards; identifies need for risk analysis; reports incidents as required ...	Halfway:	NA	1	2	3	<input checked="" type="checkbox"/>	5	I/O
	Final:	NA	1	2	3	4	5	I/O	
CORE	4. <b>Adheres to workplace procedures and expectations</b> e.g. adapts to workplace culture; maintains appropriate appearance and attire; follows administrative procedures; manages shared spaces and resources appropriately ...	Halfway:	NA	1	2	<input checked="" type="checkbox"/>	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O	
CORE	5. <b>Represents Occupational Therapy (OT) in an appropriate manner</b> e.g. explains OT clearly to others; assumes OT role appropriate to setting; adheres to OT Australia Code of Ethics ...	Halfway:	NA	1	<input checked="" type="checkbox"/>	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O	

**Performance Scores:** 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Halfway: Passed ☒ Failed ☐

Minimum requirement for passing: passes all 4 core items (►).

Final: Passed ☐ Failed ☐

The student has received I/O for item one. **I/O is equivalent to a rating of 3.** The student has therefore **passed all 4 core items**. (i.e. received a rating of at least 3 on these items.)

This means that despite scoring a 2 on the final item, **the minimum requirements have been met** i.e. passes all 4 core items (►). (See Table 1., page 15 or the scoring key below the item bank.) The student has therefore **passed the learning objective for this domain. The student must pass the relevant learning objective for all domains to pass overall.**

**Example 3: Failing minimum requirements**

## 2. Self Management Skills

Same item bank  
for all settings**Learning Objective:** Demonstrates effective self management skills.

Please tick the appropriate box

CORE	1. <b>Demonstrates effective time management skills</b> e.g. is punctual; completes work within appropriate timeframes; plans work schedule ...	Halfway:	NA	1	<input checked="" type="checkbox"/>	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
	2. <b>Assumes responsibility for own learning</b> e.g. articulates reflection-on-practice; evaluates and plans for improvement of own practice; seeks help/information/resources appropriately ...	Halfway:	NA	1	2	<input checked="" type="checkbox"/>	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
	3. <b>Demonstrates initiative and takes responsibility for actions</b> e.g. uses problem solving skills; offers assistance where appropriate; takes initiative for negotiating tasks; follows through agreed actions ...	Halfway:	NA	<input checked="" type="checkbox"/>	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O	
4. <b>Demonstrates appropriate stress management skills</b> e.g. engages in appropriate debriefing to manage stressful situations; seeks appropriate and timely support for work and/or personal issues ...	Halfway:	NA	1	2	<input checked="" type="checkbox"/>	4	5	I/O	
	Final:	NA	1	2	3	4	5	I/O	
5. <b>Responds to supervision and constructive feedback appropriately, and modifies practice accordingly</b> e.g. prepares for and contributes to supervision sessions; obtains clarification of feedback from practice educator if necessary ...	Halfway:	NA	1	2	<input checked="" type="checkbox"/>	4	5	I/O	
	Final:	NA	1	2	3	4	5	I/O	

**Performance Scores:** 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

**Minimum requirement for passing:** passes both core items (➤) plus 2 other items.

Halfway:	Passed <input type="checkbox"/>	Failed <input checked="" type="checkbox"/>
Final:	Passed <input type="checkbox"/>	Failed <input type="checkbox"/>

The student has **passed both core items** (➤) i.e. received a rating of at least 3 on these items. The student has passed **only one other item**. He/she has therefore **failed to meet the minimum requirements for this learning objective** i.e. passes both core items (➤) plus 2 other items. (See Table 1., page 15 or the scoring key below each item bank.) The student has **therefore failed the learning objective** for this domain and consequently **has failed the evaluation overall**. **The student must pass the relevant learning objective for all domains to pass.**



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## **Student Practice Evaluation Form** *Revised Edition Package*

# **Appendix B**

## **Applying the rating scale – an example**

# Applying the rating scale – an example

## What student performance *could* “look like” at different levels of the rating scale

Making a decision about allocating a rating to each item can be difficult. Practice educators and students alike express concerns about differing expectations and the potential effect this may have on student ratings.

The SPEF-R addresses this issue in a number of ways. It reinforces that practice educators need to underpin ratings with qualitative feedback, and objective examples, and emphasises the value of this feedback as opposed to students focusing on ratings alone. The recommendation that the SPEF-R be graded as a pass/fail tool also reduces the potential impact of differences in rater severity.

When completing the evaluation, it is recommended that the practice educator have the full rating scale in view (page 9), to help identify which rating most accurately describes the student’s knowledge/behaviours and/or skills for each item. Within the rating scale the general level of competence is expanded upon incorporating key concepts which address safety and appropriateness (physical, psychological, cultural etc), degree of assistance/prompting/monitoring required, and level/application of knowledge and skills. Knowledge of the other considerations of applying the rating scale is also imperative. (See pages 9 – 12 in the User Manual.) Further information about applying the rating scale can be accessed through the SPEF-R training package at [www.uq.edu.au/spef](http://www.uq.edu.au/spef).

Practice educators have also confirmed the value of discussing with colleagues (often within the context of a training workshop), what type of behaviour patterns would characterise different ratings on the scale. With this in mind the following example has been developed, outlining what student performance *could* “look like” at different levels of the rating scale. The behaviours described are **examples only**, and certainly not an exhaustive list. Its purpose is to highlight how the key concepts within the rating scale (described above) could be applied so that the most appropriate rating is allocated.

The example is applied to the *Co-worker Communication* item bank, item one. (See the following pages where the item is stated in full, together with the wording for each level of the rating scale.) The learning objective for the item bank is that the student *communicates effectively within the workplace*.



**Example:**

		Please tick the appropriate box							
<b>CORE</b>	<b>1. Negotiates, collaborates and co-operates with co-workers as appropriate to workplace</b> e.g. uses effective and respectful verbal and non-verbal communication with all staff; adapts level of formality as needed; negotiates and articulates understanding of roles; negotiates schedules and use of resources ...	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O

For this item it may also be appropriate to seek specific feedback/descriptions of the student's skills from other co-workers.

**N/A – Not Applicable:**

The behaviour has not been required as part of the student's learning experience. (The behaviour may or may not be relevant to the setting.) For the purposes of determining a result, N/A is considered equivalent to a rating of 3.

A rating of N/A is unlikely to apply to this item, as even in sole practices the practice educator could be viewed as a co-worker.

**I/O – Insufficient Observation:**

The behaviour or skill has not been observed often enough for the practice educator to make a determination regarding performance. For the purposes of determining a result, I/O is considered equivalent to a rating of 3. A rating of I/O at halfway may indicate useful learning experiences to include in the remaining period of practice placement.

A rating of I/O at halfway could indicate to the practice educator that further opportunities to develop and/or demonstrate negotiation/collaboration/co-operation skills with co-workers may be required i.e. may need to create further opportunities to spend time with practice educator, and /or other co-workers.

**continued overleaf**

**Example:****FAILING****1. Performs Unacceptably:**

Fails to demonstrate competence; performs in an unsafe and/or inappropriate manner; requires constant monitoring and/or assistance/direction; fails to demonstrate an understanding or application of feedback to improve performance; demonstrates inadequate understanding and application of fundamental knowledge and skills (displays significant gaps and/or inaccuracies).

For a rating of 1, behaviours would have to be sustained and/or frequently observed for the period of evaluation with a lack of response to feedback given.

For a rating of 1, the types of student behaviours a practice educator *may* observe may be similar to the following examples:

The student may

- use abusive/invalidating communication e.g. name calling, rolling of the eyes
- demonstrate sustained marked withdrawn behaviour
- make inappropriate challenges to team members' knowledge and/or skills
- avoid/not engage in negotiation/collaboration.

Co-workers may report that the student's behaviour is unacceptable. (Specific descriptions of behaviours of concern should be sought.)

Due to the constancy and nature of these behaviours, the practice educator may believe the student requires constant supervision.

**EXPERIENCING DIFFICULTY****2. Performs Marginally:**

Demonstrates limited competence (marked inconsistency may be evident); performs safely and appropriately with substantial supervision and/or assistance/direction; demonstrates limited understanding and application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).

For a rating of 2, the types of student behaviours a practice educator may observe may be similar to the following examples:

The student may

- at times be able to demonstrate appropriate communication with co-workers with some prompts but positive changes in ability to co-operate/negotiate with co-workers are not consistent.
- attempt negotiation/collaboration with co-workers however lack of clarity (e.g. inability to present own point of view), limitations of content (e.g. very limited understanding of own role/workplace processes) and/or manner (e.g. rigidity/inflexibility) compromise outcome.

Co-workers may report interactions with the student are characterised by difficulty and unsatisfactory outcomes.

The practice educator may believe regular monitoring is required during the student's discussions/collaborations with co-workers.

**Example:**

PASSING

**3. Performs Adequately:**

Demonstrates satisfactory performance; performs safely and appropriately with appropriate levels of supervision and occasional prompting; demonstrates acceptable understanding and application of fundamental knowledge and skills.

For a rating of 3, the types of student behaviours a practice educator may observe may be similar to the following examples:

The student may

- demonstrate respectful communication in majority of interactions with co-workers but may require occasional instruction and/or reminders regarding the refinement of basic communication skills, especially in novel situations e.g. cues regarding expected level of formality in varying meeting environments.
- articulate basic understanding of workplace specific occupational therapy role during negotiation/collaboration without prompting.
- require occasional prompts to contemplate alternative perspectives and adapt negotiations accordingly.

Co-workers may report interactions with the student that are characterised by respect and an adequacy of skills and outcomes.

The practice educator may believe the student participates adequately in basic negotiations/collaborations with co-workers with occasional supervision/prompting, when appropriate.

PASSING

**4. Performs Proficiently:**

Demonstrates effective performance consistently; performs safely and appropriately consistently (supervision may still be appropriate due to the nature of the setting); demonstrates thorough breadth and depth of understanding and effective application of fundamental knowledge and skills.

For a rating of 4, the types of student behaviours a practice educator may observe may be similar to the following examples:

The student may

- consistently demonstrate respectful and appropriate communication with all co-workers, spontaneously adopting an appropriate level of familiarity/formality within varying workplace contexts.
- show a willingness to actively engage with co-workers to explore alternative perspectives.
- articulate a clear understanding of own and others' role.

Co-workers may report interactions characterised by respect and the student's willingness to engage in negotiation/collaboration to achieve mutually satisfactory outcomes.

If appropriate the practice educator may believe the student is able to engage in routine collaborations independently.

**continued overleaf**

**Example:**

PASSING

**5. Performs with distinction:**

Demonstrates accomplished performance consistently; performs safely and appropriately consistently (supervision may still be appropriate due to the nature of the setting); demonstrates substantial breadth and depth of understanding and skilful application of fundamental knowledge and skills.

For a rating of 5, the types of student behaviours a practice educator may observe may be similar to the following examples:

The student may

- consistently demonstrate respectful communication and appropriately validate the contributions of others.
- anticipate potential issues that may arise in negotiations with co-workers and suggest appropriate perspectives/alternatives to contribute to mutually satisfactory outcomes.
- clearly articulate an understanding of own and others' roles and use this understanding to inform collaborations.
- demonstrate initiative in appropriate information sharing.

Co-workers may report student interactions characterised by a consistently high level of respect and co-operation and a willingness to engage collaboratively. Student may show adaptability/flexibility during complex negotiations.

If appropriate the practice educator may believe the student is able to independently engage in complex collaborations with co-workers.



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**Student Practice Evaluation Form**  
*Revised Edition Package*

# Student Practice Evaluation Form

# Practice placement information

## STUDENT DETAILS

Family Name	Given Names	
Phone (Home)	Mobile	
Email Address		
Name of University		
Name of Workplace/Practice Placement Setting		
Address of Workplace		
	State	Post Code

## CONTACTS OF PRACTICE EDUCATOR/S

Family Name	Given Name
Phone Number	Mobile Phone Number
Email Address	

Family Name	Given Name
Phone Number	Mobile Phone Number
Email Address	

Family Name	Given Name
Phone Number	Mobile Phone Number
Email Address	

Family Name	Given Name
Phone Number	Mobile Phone Number
Email Address	

## NAME OF STUDENT CO-ORDINATOR (IF APPLICABLE)

Family Name	Given Name
Phone Number	Email Address

## DATE OF PRACTICE PLACEMENT

Date of Practice Placement: from \_\_\_\_\_ to \_\_\_\_\_

# Rating scale

Each item is rated according to the following five point scale or as *insufficient observation* or *not applicable*.

<b>FAILING</b>	<b>1. Performs Unacceptably:</b> Fails to demonstrate competence; performs in an unsafe and/or inappropriate manner; requires constant monitoring and/or assistance/direction; fails to demonstrate an understanding or application of feedback to improve performance; demonstrates inadequate understanding and application of fundamental knowledge and skills (displays significant gaps and/or inaccuracies).
<b>EXPERIENCING DIFFICULTY</b>	<b>2. Performs Marginally:</b> Demonstrates limited competence (marked inconsistency may be evident); performs safely and appropriately with substantial supervision and/or assistance/direction; demonstrates limited understanding and application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).
<b>PASSING</b>	<b>3. Performs Adequately:</b> Demonstrates satisfactory performance; performs safely and appropriately with appropriate levels of supervision and occasional prompting; demonstrates acceptable understanding and application of fundamental knowledge and skills.
	<b>4. Performs Proficiently:</b> Demonstrates effective performance consistently; performs safely and appropriately consistently (supervision may still be appropriate due to the nature of the setting); demonstrates thorough breadth and depth of understanding and effective application of fundamental knowledge and skills.
	<b>5. Performs With Distinction:</b> Demonstrates accomplished performance consistently; performs safely and appropriately consistently (supervision may still be appropriate due to the nature of the setting); demonstrates substantial breadth and depth of understanding and skilful application of fundamental knowledge and skills.
	<b>N/A – Not Applicable:</b> The behaviour has not been required as part of the student's learning experience. (The behaviour may or may not be relevant to the setting.) For the purposes of determining a result, N/A is considered equivalent to a rating of 3. Students should be informed at the commencement of the practice placement which items (if any) are considered not applicable.
	<b>I/O – Insufficient Observation:</b> The behaviour or skill has not been observed often enough for the practice educator to make a determination regarding performance. For the purposes of determining a result, I/O is considered equivalent to a rating of 3. A rating of I/O at halfway may indicate useful learning experiences to include in the remaining period of practice placement.



Table 1:

## Minimum requirements for passing each learning objective

Domain	Item Bank and Associated Learning Objective	Minimum Requirement for Passing Learning Objective* (NB: a pass is a rating of 3 or more)
Professional Behaviour	1. Professional Behaviour <i>Conducts self in a professional manner</i>	Passes all 4 core items (➤). N/A and I/O=rating of 3
Self Management Skills	2. Self Management Skills <i>Demonstrates effective self management skills</i>	Passes both core items (➤) plus 2 other items. N/A and I/O=rating of 3
Co-worker Communication	3. Co-worker Communication <i>Communicates effectively within the workplace</i>	Passes both core items (➤). N/A and I/O=rating of 3
Communication Skills	4 <b>A</b> Communication Skills (Direct Service Provision) <i>Communicates effectively with service users and significant others</i>	Passes all 4 core items (➤). N/A and I/O=rating of 3
	4 <b>B</b> Communication Skills (Project Management/Consultancy) <i>Communicates effectively with stakeholders/organisational clients</i>	Passes all 3 core items (➤). N/A and I/O=rating of 3
Documentation	5. Documentation <i>Develops and maintains appropriate documentation</i>	Passes both core items (➤). N/A and I/O=rating of 3
Information Gathering	6 <b>A</b> Information Gathering (Direct Service Provision) <i>Demonstrates effective information gathering skills</i>	Passes all 3 core items (➤) plus 2 other items. N/A and I/O=rating of 3
	6 <b>B</b> Information Gathering (Project Management/Consultancy) <i>Develops and completes effective information gathering processes</i>	Passes both core items (➤) plus 3 other items. N/A and I/O=rating of 3
Service Provision	7 <b>A</b> Service Provision (Direct Service Provision) <i>Develops and conducts/manages effective service provision</i>	Passes all 4 core items (➤) plus 1 other item. N/A and I/O=rating of 3
	7 <b>B</b> Service Provision (Project Management/Consultancy) <i>Designs and implements effective service provision</i>	Passes all 4 core items (➤) plus 1 other item. N/A and I/O=rating of 3
Service Evaluation	8. Service Evaluation <i>Demonstrates effective evaluation skills</i>	Passes the core item (➤) plus 2 other items. N/A and I/O=rating of 3

\* Learning objectives are associated with item banks containing different numbers of items, accordingly different **minimum requirements** have been developed for each objective.

# 1. Professional Behaviour

Same item bank  
for all settings

**Learning Objective:** Conducts self in a professional manner.

Please tick the appropriate box

➤ C O R E	1. <b>Respects rights, values, beliefs and needs of service users and staff</b> e.g. uses non-discriminatory and non-judgemental language; validates others' values and perspectives; separates own values from those of others; adheres to relevant legislation ...	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
➤ C O R E	2. <b>Adheres to privacy and confidentiality requirements</b> e.g. handles workplace documentation appropriately; adheres to privacy policies, legislation and codes of conduct ...	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
➤ C O R E	3. <b>Ensures personal, co-worker and service user safety</b> e.g. complies with occupational health and safety policies, procedures and legislation; demonstrates awareness of potential hazards; identifies need for risk analysis; reports incidents as required ...	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
➤ C O R E	4. <b>Adheres to workplace procedures and expectations</b> e.g. adapts to workplace culture; maintains appropriate appearance and attire; follows administrative procedures; manages shared spaces and resources appropriately ...	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
	5. <b>Represents Occupational Therapy (OT) in an appropriate manner</b> e.g. explains OT clearly to others; assumes OT role appropriate to setting; adheres to OT Australia Code of Ethics ...	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O

**Performance Scores:** 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Halfway: Passed ☐ Failed ☐

**Minimum requirement for passing:** passes all 4 core items ( ➤ ).

Final: Passed ☐ Failed ☐

## 1. Professional Behaviour (continued)

**Halfway Feedback/Recommendations:** (current behaviours/desired behaviours)

**Final Feedback/Recommendations:** (current behaviours/desired behaviours)

## 2. Self Management Skills

Same item bank  
for all settings

**Learning Objective:** Demonstrates effective self management skills.

Please tick the appropriate box

►  
C  
O  
R  
E

**1. Demonstrates effective time management skills**

e.g. is punctual; completes work within appropriate timeframes; plans work schedule ...

Halfway:

NA 1 2 3 4 5 I/O

Final:

NA 1 2 3 4 5 I/O

**2. Assumes responsibility for own learning**

e.g. articulates reflection-on-practice; evaluates and plans for improvement of own practice; seeks help/information/resources appropriately ...

Halfway:

NA 1 2 3 4 5 I/O

Final:

NA 1 2 3 4 5 I/O

**3. Demonstrates initiative and takes responsibility for actions**

e.g. uses problem solving skills; offers assistance where appropriate; takes initiative for negotiating tasks; follows through agreed actions ...

Halfway:

NA 1 2 3 4 5 I/O

Final:

NA 1 2 3 4 5 I/O

**4. Demonstrates appropriate stress management skills**

e.g. engages in appropriate debriefing to manage stressful situations; seeks appropriate and timely support for work and/or personal issues ...

Halfway:

NA 1 2 3 4 5 I/O

Final:

NA 1 2 3 4 5 I/O

►  
C  
O  
R  
E

**5. Responds to supervision and constructive feedback appropriately, and modifies practice accordingly**

e.g. prepares for and contributes to supervision sessions; obtains clarification of feedback from practice educator if necessary ...

Halfway:

NA 1 2 3 4 5 I/O

Final:

NA 1 2 3 4 5 I/O

**Performance Scores:** 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Halfway:

Passed ☐

Failed ☐

**Minimum requirement for passing:** passes both core items ( ► ) plus 2 other items.

Final:

Passed ☐

Failed ☐

## 2. Self Management Skills (continued)

**Halfway Feedback/Recommendations:** (current behaviours/desired behaviours)

**Final Feedback/Recommendations:** (current behaviours/desired behaviours)

### 3. Co-Worker Communication

Same item bank  
for all settings

**Learning Objective:** Communicates effectively within the workplace.

Please tick the appropriate box

►  
C  
O  
R  
E

**1. Negotiates, collaborates and co-operates with co-workers as appropriate to workplace**

e.g. uses effective and respectful verbal and non-verbal communication with all staff; adapts level of formality as needed; negotiates and articulates understanding of roles; negotiates schedules and use of resources ...

Halfway:

NA 1 2 3 4 5 I/O

Final:

NA 1 2 3 4 5 I/O

►  
C  
O  
R  
E

**2. Actively participates in workplace communications**

e.g. engages appropriately in discussions and meetings; responds appropriately to team dynamics; responds to requests for information ...

Halfway:

NA 1 2 3 4 5 I/O

Final:

NA 1 2 3 4 5 I/O

**3. Effectively explains information to others**

e.g. articulates reasoning clearly and concisely to practice educator and relevant others; utilises sound judgement to inform communications; presents information clearly in all workplace contexts; prepares and delivers effective learning and development activities as required ....

Halfway:

NA 1 2 3 4 5 I/O

Final:

NA 1 2 3 4 5 I/O

**Performance Scores:** 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Halfway: Passed ☐ Failed ☐

Final: Passed ☐ Failed ☐

**Minimum requirement for passing:** passes both core items ( ► ).

### 3. Co-Worker Communication (continued)

**Halfway Feedback/Recommendations:** (current behaviours/desired behaviours)

**Final Feedback/Recommendations:** (current behaviours/desired behaviours)



# 4 **A** Communication Skills

(Direct Service Provision)

Choose  
**A** or **B**

**Learning Objective:** Communicates effectively with service users and significant others.

Please tick the appropriate box

➤ C O R E	1. <b>Develops, maintains and closes collaborative relationships appropriately with service users</b> e.g. uses appropriate verbal and nonverbal skills; uses respectful listening and questioning skills; uses appropriate and respectful physical contact/manual handling; establishes appropriate boundaries; engages and maintains ongoing dialogue with service user over time ...	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O	
➤ C O R E	2. <b>Communicates effectively with significant others as appropriate</b> e.g. uses appropriate verbal and nonverbal skills; uses respectful listening and questioning skills; uses appropriate and respectful physical contact/manual handling; establishes appropriate boundaries; engages and maintains ongoing dialogue with significant others over time ...	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O	
➤ C O R E	3. <b>Demonstrates responsiveness to service user/significant others</b> e.g. uses empathy and shows understanding of impact of disability/illness; modifies plans in response to service user wishes/concerns; responds to others' emotional status ...	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O	
➤ C O R E	4. <b>Expresses reasoning/recommendations clearly, ascertains service user's understanding and modifies communication as necessary</b> e.g. modifies language to facilitate understanding; avoids use of jargon; clarifies information; provides opportunity for questions and feedback; uses interpreter as needed ...	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O	
	5. <b>Shows an awareness of, and/or manages group dynamics as required</b> e.g. adopts designated role within a group effectively; manages issues including inclusion, power and the impact/influence of group members on each other and over time ...	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O	

**Performance Scores:** 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Halfway:	Passed <input type="checkbox"/>	Failed <input type="checkbox"/>
Final:	Passed <input type="checkbox"/>	Failed <input type="checkbox"/>

**Minimum requirement for passing:** passes all 4 core items ( ➤ ).

#### 4 **A** Communication Skills (continued) *(Direct Service Provision)*

**Halfway Feedback/Recommendations:** (current behaviours/desired behaviours)

**Final Feedback/Recommendations:** (current behaviours/desired behaviours)

# 4B Communication Skills

(Project Management/Consultancy)

Choose  
A or B

**Learning Objective:** Communicates effectively with stakeholders/organisational clients.

Please tick the appropriate box

➤ C O R E	1. <b>Develops, maintains and closes collaborative relationships/contracts appropriately with stakeholders/organisational clients</b> e.g. uses appropriate verbal and non verbal skills; demonstrates respectful and effective listening and questioning skills; uses appropriate and respectful physical contact/manual handling; sets appropriate boundaries; informs and engages stakeholders/organisational clients as appropriate ...	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O	
➤ C O R E	2. <b>Demonstrates responsiveness to stakeholders/organisational clients</b> e.g. conducts interviews effectively; responds to others' emotional status; responds to communication/feedback to modify plans as appropriate ...	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O	
➤ C O R E	3. <b>Expresses reasoning/recommendations clearly, ascertains stakeholders' understanding and modifies communication as necessary</b> e.g. uses appropriate language, content and process; modifies information as necessary; articulates reasoning/recommendations clearly and concisely; provides opportunity for questions and feedback; uses interpreter as needed ...	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O	
	4. <b>Shows an awareness of, and/or manages group dynamics as required</b> e.g. adopts designated role within a group effectively; manages issues including inclusion, power and the impact/influence of group members on each other and over time ...	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O	

**Performance Scores:** 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Halfway: Passed ☐ Failed ☐

**Minimum requirement for passing:** passes all 3 core items ( ➤ ).

Final: Passed ☐ Failed ☐

**4B** Communication Skills (continued)  
(Project Management/Consultancy)

**Halfway Feedback/Recommendations:** (current behaviours/desired behaviours)

**Final Feedback/Recommendations:** (current behaviours/desired behaviours)

## 5. Documentation

Same item bank  
for all settings

**Learning Objective:** Develops and maintains appropriate documentation.

Please tick the appropriate box

►  
C  
O  
R  
E

1. **Adheres to formal workplace documentation requirements** e.g. produces timely, accurate, grammatically correct written work; observes confidentiality; uses appropriate language, format, frequency and distribution; stores information appropriately; uses appropriate range of specialised documents ...

Halfway: NA 1 2 3 4 5 I/O

Final: NA 1 2 3 4 5 I/O

►  
C  
O  
R  
E

2. **Writes documents in an objective manner with interpretations and recommendations supported by relevant information** e.g. uses evidence, factual observations ...

Halfway: NA 1 2 3 4 5 I/O

Final: NA 1 2 3 4 5 I/O

3. **Targets documents appropriately to audience** e.g. considers recipients' requirements, culture, literacy skills; adapts language, content and format accordingly ...

Halfway: NA 1 2 3 4 5 I/O

Final: NA 1 2 3 4 5 I/O

**Performance Scores:** 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Halfway: Passed ☐ Failed ☐

Final: Passed ☐ Failed ☐

**Minimum requirement for passing:** passes both core items ( ► ).

## 5. Documentation (continued)

**Halfway Feedback/Recommendations:** (current behaviours/desired behaviours)

**Final Feedback/Recommendations:** (current behaviours/desired behaviours)

## 6 **A** Information Gathering

(Direct Service Provision)

Choose  
**A** or **B**

**Learning Objective:** Demonstrates effective information gathering skills.

Please tick the appropriate box

1. **Identifies own knowledge/skill needs in preparation for service provision** e.g. identifies strengths and gaps in own knowledge and skills ...

Halfway: NA 1 2 3 4 5 I/O

Final: NA 1 2 3 4 5 I/O

2. **Identifies and obtains information required to prepare for service provision** e.g. seeks and obtains general information relevant to service user illness/disability/context; refers to broader information/literature as appropriate; sources existing service user/group information/history as appropriate; reasons to identify possible service user/group needs/goals, parameters of OT role; considers initial service user/group needs/preferences ...

Halfway: NA 1 2 3 4 5 I/O

Final: NA 1 2 3 4 5 I/O

3. **Selects appropriate methods and sources of information gathering** e.g. identifies appropriate range of formal/informal measures, interviews and observations; articulates potential impact of service user/significant others' characteristics/group dynamics on information gathering methods; articulates reasoning for information gathering methods chosen ...

Halfway: NA 1 2 3 4 5 I/O

Final: NA 1 2 3 4 5 I/O

Items 4 – 6 continued over

## 6 A Information Gathering (continued)

(Direct Service Provision)

**Learning Objective:** Demonstrates effective information gathering skills.

Please tick the appropriate box

➤ C O R E	<b>4. Implements appropriate information gathering methods/ processes</b> e.g. conducts appropriate information gathering process according to guidelines/accepted practice; selects and arranges environment appropriately ...	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
➤ C O R E	<b>5. Observes service user response/performance during information gathering processes (individual/group)</b> e.g. notices fatigue/agitation/ impulsiveness/mood/attention/ concentration, quality of movement/ posture; discerns abilities and limitations influencing response/performance ...	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
➤ C O R E	<b>6. Analyses and interprets appropriately the information gathered</b> e.g. recognises service user and environmental strengths and limitations and the relevance to occupational performance/roles; checks consistency of interpretation with experiences of service user and significant others ...	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O

**Performance Scores:** 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Halfway: Passed ☐ Failed ☐

**Minimum requirement for passing:** passes all 3 core items ( ➤ ) plus 2 other items.

Final: Passed ☐ Failed ☐



## 6 **A** Information Gathering (continued) (Direct Service Provision)

**Halfway Feedback/Recommendations:** (current behaviours/desired behaviours)

**Final Feedback/Recommendations:** (current behaviours/desired behaviours)

## 6B Information Gathering

(Project Management/Consultancy)

Choose  
A or B

**Learning Objective:** Develops and completes effective information gathering process.

Please tick the appropriate box

<p>1. <b>Identifies own knowledge/skill needs in preparation for service provision</b> e.g. identifies strengths and gaps in own knowledge and skills ...</p>	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O
<p>2. <b>Identifies and obtains information required to define scope of/role within project</b> e.g. reviews existing knowledge; seeks and obtains information relevant to stakeholder/organisational needs; refers to broader information/literature as appropriate; identifies other relevant stakeholders; uses reasoning to identify possible needs/goals, parameters of OT role; considers initial stakeholder needs/preferences ...</p>	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O
<p>3. <b>Selects and/or develops information gathering methods as appropriate</b> e.g. identifies appropriate range of formal/informal information gathering methods; reviews literature/evidence as appropriate to support choice of method; articulates reasoning for information gathering methods chosen; seeks feedback as appropriate prior to using planned method ...</p>	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O

Items 4 – 6 continued over

## 6 **B** Information Gathering *(continued)* *(Project Management/Consultancy)*

**Learning Objective:** Develops and completes effective information gathering process.

Please tick the appropriate box

►  
C  
O  
R  
E

4. **Implements planned information gathering method/processes** e.g. follows appropriate protocols/completes formal evaluations; undertakes workplace observations; completes relevant tasks and follow up activities ...

Halfway:

NA	1	2	3	4	5	I/O
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Final:

NA	1	2	3	4	5	I/O
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5. **Collates and manages information gathered effectively** e.g. selects appropriate software/storage methods; locates requested information efficiently ...

Halfway:

NA	1	2	3	4	5	I/O
----	---	---	---	---	---	-----

Final:

NA	1	2	3	4	5	I/O
----	---	---	---	---	---	-----

►  
C  
O  
R  
E

6. **Analyses and interprets appropriately information gathered in relation to the project** e.g. undertakes data analysis; understands environmental context/relevance of information gathered; checks consistency of interpretation with stakeholders; articulates reasoning about information gathered to support recommendations ...

Halfway:

NA	1	2	3	4	5	I/O
----	---	---	---	---	---	-----

Final:

NA	1	2	3	4	5	I/O
----	---	---	---	---	---	-----

**Performance Scores:** 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Halfway:	Passed <input type="checkbox"/>	Failed <input type="checkbox"/>
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**Minimum requirement for passing:** passes both core items ( ► ) plus 3 other items.

Final:	Passed <input type="checkbox"/>	Failed <input type="checkbox"/>
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**6 B** Information Gathering *(continued)*  
*(Project Management/Consultancy)*

**Halfway Feedback/Recommendations:** (current behaviours/desired behaviours)

**Final Feedback/Recommendations:** (current behaviours/desired behaviours)

## 7 **A** Service Provision

*(Direct Service Provision)*

Choose  
**A** or **B**

**Learning Objective:** Develops and conducts/manages effective service provision.

Please tick the appropriate box

➤ C O R E	1. <b>Collaborates with service users, significant others, and other service providers to establish/support priorities</b> e.g. incorporates information gathered; considers specific service user needs/preferences; considers occupational roles and performance; recognises environmental factors, community/personal networks ...	Halfway:	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> I/O
		Final:	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> I/O
➤ C O R E	2. <b>Defines goals in objective terms</b> e.g. articulates and documents individual/group goals which reflect occupational roles; uses measurable outcomes ...	Halfway:	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> I/O
		Final:	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> I/O
➤ C O R E	3. <b>Selects and/or co-ordinates service provision methods/ programme (individual/group) in response to established goals</b> e.g. demonstrates awareness of appropriate practice frameworks; explains rationale using supporting evidence; selects most appropriate environment/service providers; identifies available resources (human and physical); justifies decision re allocation of resources ...	Halfway:	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> I/O
		Final:	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> I/O
	4. <b>Makes adequate preparation for direct service provision</b> e.g. becomes familiar with equipment/activities/individual or group processes chosen; ensures necessary requirements in place; books shared space/resources; arranges workspace appropriately ...	Halfway:	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> I/O
		Final:	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> I/O

Items 5 – 7 continued over

## 7 **A** Service Provision (continued) (Direct Service Provision)

**Learning Objective:** Develops and conducts/manages effective service provision.

Please tick the appropriate box

►  
C  
O  
R  
E

### 5. Implements/manages planned service provision

**effectively** e.g. complies with safety requirements; demonstrates responsive and creative practice in individual and/or group contexts; provides support/advocacy/information as required ...

Halfway:

NA 1 2 3 4 5 I/O

Final:

NA 1 2 3 4 5 I/O

### 6. Engages significant others and other service providers to support service provision

e.g. recognises expertise of others; contacts and involves others appropriately such as family members, educators, workplace personnel, other professionals, support workers ...

Halfway:

NA 1 2 3 4 5 I/O

Final:

NA 1 2 3 4 5 I/O

### 7. Prepares adequately for handover/completion of service provision

e.g. provides appropriate information/resources to all relevant individual/group service users and stakeholders; complies with confidentiality and privacy requirements ...

Halfway:

NA 1 2 3 4 5 I/O

Final:

NA 1 2 3 4 5 I/O

**Performance Scores:** 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Halfway:

Passed ☐

Failed ☐

Final:

Passed ☐

Failed ☐

**Minimum requirement for passing:** passes all 4 core items (►) plus 1 other item.

**7A** Service Provision (continued)  
(Direct Service Provision)

**Halfway Feedback/Recommendations:** (current behaviours/desired behaviours)

**Final Feedback/Recommendations:** (current behaviours/desired behaviours)

## 7 **B** Service Provision

(Project Management/Consultancy)

Choose  
**A** or **B**

**Learning Objective:** Designs and implements effective service provision.

Please tick the appropriate box

CORE	1. <b>Collaborates with stakeholders to prioritise/support service provision</b> e.g. incorporates information gathered; considers specific stakeholder needs/preferences; defines project parameters/role within project; negotiates time frames; identifies key tasks ...	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
CORE	2. <b>Defines desired outcomes/project outcomes in objective terms</b> e.g. articulates and documents measurable goals and outcomes ...	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
CORE	3. <b>Identifies appropriate strategies to attain desired outcomes</b> e.g. describes specific and appropriate methods; designs/identifies relevant materials/approaches; identifies available resources (human and physical); makes appropriate arrangements ...	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
	4. <b>Makes adequate preparation for direct service provision</b> e.g. becomes familiar with equipment/activities/individual or group processes chosen; ensures necessary requirements in place; books shared space/resources; arranges workplace appropriately ...	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O

Items 5 – 7 continued over



## 7 **B** Service Provision (continued) (Project Management/Consultancy)

**Learning Objective:** Designs and implements effective service provision.

Please tick the appropriate box

►  
C  
O  
R  
E

5. **Implements/manages planned service provision effectively** e.g. complies with safety requirements; disseminates information; completes relevant tasks; uses project management tools as appropriate; demonstrates responsive and creative practice in individual and/or group contexts ...

Halfway:

NA 1 2 3 4 5 I/O

Final:

NA 1 2 3 4 5 I/O

6. **Engages stakeholders to support service provision** e.g. recognises expertise of others; contacts and involves others as appropriate ...

Halfway:

NA 1 2 3 4 5 I/O

Final:

NA 1 2 3 4 5 I/O

7. **Prepares adequately for handover/completion of project/contract** e.g. provides appropriate information/resources; complies with confidentiality and/or privacy requirements ...

Halfway:

NA 1 2 3 4 5 I/O

Final:

NA 1 2 3 4 5 I/O

**Performance Scores:** 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Halfway:

Passed ☐

Failed ☐

**Minimum requirement for passing:** passes all 4 core items (►) plus 1 other item.

Final:

Passed ☐

Failed ☐

7 **B** Service Provision (continued)  
(Project Management/Consultancy)

**Halfway Feedback/Recommendations:** (current behaviours/desired behaviours)

**Final Feedback/Recommendations:** (current behaviours/desired behaviours)

## 8. Service Evaluation

Same item bank  
for all settings

**Learning Objective:** Demonstrates effective evaluation skills.

Please tick the appropriate box

►  
C  
O  
R  
E

<b>1. Identifies need to evaluate personal service provision/ organisational processes and identifies appropriate evaluation strategies</b> e.g. selects appropriate formal and informal methods; links evaluation methods to individual/group/project goals; consults with service users/stakeholders and other service providers as required ...	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O
<b>2. Implements evaluation strategies during and following service provision</b> e.g. reflects on service provision in action and recognises change; describes positive and negative aspects of service provision; engages in quality/continuous improvement processes ...	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O
<b>3. Interprets evaluation information appropriately</b> e.g. analyses information gathered; recognises factors that influence service provision outcomes; articulates interpretation of information in light of strategies used, own professional skills and the broader context of environmental/service user/stakeholder factors; identifies potential recommendations ...	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O
<b>4. Adapts service provision in response to ongoing collaboration and new/evaluation information</b> e.g. reviews progress/outcomes with service user/stakeholders; modifies strategies if required in a timely, flexible and creative manner ...	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O

**Performance Scores:** 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Halfway:	Passed <input type="checkbox"/>	Failed <input type="checkbox"/>
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**Minimum requirement for passing:** passes the core item ( ► ) plus 2 other items.

Final:	Passed <input type="checkbox"/>	Failed <input type="checkbox"/>
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## 8. Service Evaluation (continued)

**Halfway Feedback/Recommendations:** (current behaviours/desired behaviours)

**Final Feedback/Recommendations:** (current behaviours/desired behaviours)

Please tick the appropriate box

## Summary feedback at halfway evaluation

Halfway:

Passed ☐Failed ☐

Please comment on the student's overall performance from commencement to halfway.

Comments may include feedback regarding:

- Strengths
- Key learning goals/objectives (required/desired outcomes) for remainder of practice placement
- Suggestions of further learning experiences during remainder of practice placement

## NAMES/SIGNATURES OF PRACTICE EDUCATOR/S

Name

Signature

Date

## NAME/SIGNATURE OF STUDENT

Name

Signature

Date

Only practice educators who have identified the student as **having difficulties that place him/her at risk of failing** should now complete the **Concerns Exist Form** at the end of this section.

Please tick the appropriate box

## Summary feedback at final evaluation

Final:

Passed ☐Failed ☐

Please comment on the student's overall performance during the practice placement, with emphasis on performance from halfway. Comments may include feedback regarding:

- Strengths
- Emerging skills
- Suggestions/recommendations for future learning experiences

## NAMES/SIGNATURES OF PRACTICE EDUCATOR/S

Name

Signature

Date

## NAME/SIGNATURE OF STUDENT

Name

Signature

Date

Post-practice placement contact number/email



*I am happy to be contacted by a staff member in the future if the need arises (e.g. to be notified of employment opportunities, information sharing, etc).*

**Return completed form to university staff, c/ the university the student is attending.**

Concerns Exist Form **CONFIDENTIAL****STUDENT DETAILS**

Family Name

Given Names

Phone (Home)

Mobile

Email Address

Name of Workplace/Practice Placement Setting

Stage of Practice Placement (e.g. Week 3)

**CONTACTS OF PRACTICE EDUCATOR/S**

Family Name

Given Name

Phone

Email

Signature

Date

Family Name

Given Name

Phone

Email

Signature

Date

Family Name

Given Name

Phone

Email

Signature

Date

Family Name

Given Name

Phone

Email

Signature

Date

Is the student aware you have contacted the university?

Yes ☐No ☐Urgent ☐Not Urgent ☐

Best time of day to phone?

continued over

## Concerns Exist Form (continued) **CONFIDENTIAL**

Please provide a brief outline of your concerns at this point in the practice placement:

Please indicate which specific items in the SPEF-R the student is at risk of failing:

Briefly describe any strategies implemented so far to address the identified issues:



Please indicate the support you would like from university staff:

Notes

Notes



Division of Occupational Therapy, School of Health and Rehabilitation Sciences, The University of Queensland.

**Student Practice Evaluation Form**  
*Revised Edition Package*

# **Student Review of Professional Practice Placement**

# Student review of professional practice placement

## STUDENT DETAILS

Family Name	Given Names	
Phone (Home)	Mobile	
Email Address		
Name of University		
Name of Workplace/Practice Placement Setting		
Address of Workplace		
	State	Post Code

## SIGNATURES OF PRACTICE EDUCATOR/S

Family Name	Given Name
Signature	Date

Family Name	Given Name
Signature	Date

Family Name	Given Name
Signature	Date

Family Name	Given Name
Signature	Date

## DATE OF PRACTICE PLACEMENT

Date of Practice Placement: from \_\_\_\_\_ to \_\_\_\_\_

### Instructions:

In some settings students are required to complete this document prior to leaving the practice placement. The contents are primarily for the practice educator/s and may form the basis of a discussion regarding the practice placement. The form *may* have to be signed and returned to the university. If unsure, students should check requirements with their practice educator and/or university staff.

*The Student Review of Professional Practice Placement* is designed to help you provide feedback to your practice educator/s regarding different aspects of your practice placement. In some instances the information you provide will also be available to your university.

Statements highlighting crucial aspects of professional practice placement follow. Use the tick boxes to indicate your response to these statements. Please use the additional feedback section to provide more specific comments. Some prompts have been provided to help your recall of relevant information. It is not necessary to respond to all the prompts given. You may like to highlight experiences you found particularly worthwhile as well as offering specific suggestions for change. Your feedback will assist your practice educator/s in providing the most meaningful and relevant learning opportunities for future students.

<b>1. The orientation process was helpful.</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Unsure</b>	<b>Agree</b>	<b>Strongly agree</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Additional Feedback:</b> e.g. most useful information/experiences; balance of reading/observing/participating; suggested experiences/information that would have been helpful...					

<b>2. I felt a welcome member of the workgroup.</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Unsure</b>	<b>Agree</b>	<b>Strongly agree</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Additional Feedback:</b> e.g. nature of interactions – respectful communications/contributions valued; responsiveness of staff; adequacy of student facilities; suggestions for change...					

3. My practice educator's/s' expectations throughout the practice placement were clear and reasonable.	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Additional Feedback:</b> e.g. expectations documented/discussed; level and variability of workload/responsibilities; balance of supervision/autonomy; timeframes; level of flexibility in response to feedback; suggestions for change ...					

4. My practice educator/s facilitated my learning by providing a supportive environment.	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Additional Feedback:</b> e.g. adequacy of time available-formal supervision/general availability; efficacy of model of supervision (e.g. shared supervision/multiple mentoring); questions welcomed; openness to student feedback; flexibility in response to individual learning/working style; inclusion of university staff as necessary; suggestions for change...					

5. My practice educator/s provided me with constructive feedback.	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Additional Feedback:</b> e.g. quantity/clarity/timeliness of feedback; balance between positive feedback and discussions re concerns; suggestions for change...					

6. I was encouraged to evaluate my performance and develop strategies for improvement.	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Additional Feedback:</b> e.g. reflection encouraged; collaborative approach to formulating learning strategies; efficacy of formal strategies used (e.g. learning contracts/diaries); suggestions for change ....					

7. The features of the SPEF-R were used to provide me with information about my performance that was helpful, objective and specific.	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Additional Feedback:</b> e.g. familiarity with document; document customised for workplace; feedback at halfway timely and clear; suggestions for change...					

If not already stated what experiences/information/resources do you feel future students would particularly benefit from?
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*Additional notes/comments:*





Division of Occupational Therapy, School of Health and Rehabilitation Sciences, The University of Queensland.

## Student Practice Evaluation Form *Revised Edition Package*

# Resumé Preparation Tool

Record of Professional  
Practice Placement Experience

# Resumé Preparation Tool – Record of Professional Practice Placement Experience

This section is for students' personal use and need not be shown to practice educators. The information recorded will be invaluable when completing selection criteria and job applications. Such documents commonly require very specific information and examples generated from practice experience. Retain your responses for future reference.

## STUDENT DETAILS

Family Name

Given Names

Name of Workplace/Practice Placement Setting

Date of Practice Placement

Have practice educators consented to be future referees? Yes ☐ No ☐

If yes, provide best contact details:

**1. Briefly describe the service users/stakeholder group receiving services at this workplace.**

- 2. Briefly describe the key features of the workplace including parameters of service provision and staffing.**

- 3. Briefly describe service provision frameworks, and any key terms/elements involved.**

- 4. Briefly describe any workplace legislation/policies/procedures/guidelines/resources you became aware of during the practice placement.**

- 5. Briefly describe opportunities for co-worker collaboration and networking with other agencies/workplaces.**

**6. List key information gathering processes/methods used.**

**7. List key service provision processes/methods used.**

**8. List key evaluation processes/methods used.**

**9. Briefly describe a *practice example* that highlights key learning opportunities/your achievements at this workplace.**

**10. Generate a list of any other key skills and accomplishments stemming from this practice placement.**

*Additional notes/comments:*

*Additional notes/comments:*