

## **Evaluation of Foundational Placement Competencies (EFPC)**



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All the collaborating staff and student participants at the numerous universities involved in the development and testing of the *Readiness for Placement Evaluation* (version 1), and subsequently this *Evaluation of Foundational Placement Competencies* (versions 2 and 3).

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# Evaluation of Foundational Placement Competencies (EFPC)

## Guidelines for Use

### Feedback to the student

Feedback in all forms throughout the learning experience (formative), and on this assessment form (formative and/or summative) is important for the student's ongoing development during the experience, and throughout the course following. Universities may specifically request progress reports during longer experiences and spaces are provided to comment for that purpose as needed.

The following pointers may assist in formulating comments that are helpful for students.

- Be succinct, but specific
- Comment on performance; avoid listing experiences with no indication of performance level
- Provide specific strengths and examples of behaviours to continue, for every student
- Make constructive suggestions for ongoing development, for every student
- Use comments to support ratings by selective use of appropriate, usually representative, examples
- Use the language of the items, behavioural descriptors, and rating scale to link the comments to the assessment items and ratings
- Comment on behaviours, prompts, and performance standards, not on personal characteristics
- Consider the impact of the student's performance on fulfilment of their student role

Note: Students self-rating should use these pointers when completing comments to exemplify their ratings.

### Rating scale

**This behaviour is....**

\*N/A denotes the item was not assessed

0= not demonstrated at appropriate opportunities

1= rarely demonstrated without significant prompting **or** performed below acceptable standard

2= demonstrated appropriately with some prompting **and** performed at an acceptable standard

3= consistently demonstrated appropriately with minimal prompting

**and** performed at an acceptable standard

4= consistently demonstrated above the acceptable standard

### Scoring guidelines

- Select one rating for each item, never between two ratings
- Consider both parts of the descriptor (prompting and performance standard) and select the rating that best describes the student's performance on the relevant behaviour
- Consider behaviours demonstrated by the student over multiple opportunities, which may be built up in a series of activities using the same competencies as well as similar activities repeated.
- If the item is *not relevant* to the learning experience, do not rate the item.
  - Some items that are more regularly not relevant are provided a 'Not Applicable' option (N/A).
  - Some groups of items are not relevant to every learning experience and can be marked N/A; the university will advise which you should use
- If the item is relevant to the learning experience, but the student does not or rarely demonstrates the behaviour at the appropriate opportunities, or requires significant prompting to do so, the student should be given a rating of '0' or '1' as per the rating scale.
- Use the attached *behavioural examples* as a guide to the types of behaviours that might be included for each item, though it is not exhaustive.

### "Acceptable standard" for the student's learning experience

To guide application of the "acceptable standard" qualifier, the university can provide you with information on the overall expectations of students in the learning experience you are assessing with the EFPC, considering the learning outcomes for the experience and place in the course. Please clarify with your university contact if you are unsure of the acceptable standard. Please contact the university promptly if you identify any concerns regarding the student's ability to perform at an acceptable standard so that appropriate support can be offered to all involved.

# Evaluation of Foundational Placement Competencies (EFPC)

## Summary recommendation guidelines

- On the summary page, select the one option that best describes your overall recommendation, never between options.
- Consider performance in all of the item groups the university indicated were relevant

## Summative result determination

If the EFPC is used as part or all of a summative assessment, the final result will be determined by the university according to the learning outcomes for the experience and the university processes and standards. The result will consider the summary recommendation, the noted strengths and areas for further development, and the evidence in comments throughout. Descriptive comments are important to this purpose, and ongoing support for students at the university, as well as to the student directly.

## Background to the EFPC

The EFPC is intended for use to evaluate a student's development in foundation knowledge and skill areas. The aim is to promote students' success in future, longer, placement experiences.

### The EFPC:

- was designed with a dual purpose of providing **structured feedback** to *novice* students about their performance, **and evaluation** of the degree to which they are displaying attributes indicating readiness for subsequent placement programs;
- focuses on **attributes that are not discipline-specific**, and has demonstrated application across different health professions and in inter-professional learning experiences;
  - does not measure professional competence;
- is a cumulative assessment of a student's **observed performance over multiple opportunities**;
- can be used for **formative and summative feedback and assessment**, including in serial applications within a learning experience as in applications at mid- and end-placement reviews;
- has the greatest rigour in quantitative scoring when used by educators;
- has demonstrated **applicability in a range of learning settings** such as simulation or early 'traditional' placement experiences in clinics or with healthcare providers, whether in a block of consecutive days or as a cumulative series of linked experiences; and
  - is not intended for use during single occasion or snapshot experiences, such as an objective structured clinical examinations (OSCE) or single simulation scenario.

With appropriate support, the EFPC has a valuable role in application to self- and peer-evaluation, though these quantitative scores should not be presumed equivalent to those of an educator. Uses in self- and peer-evaluation are likely to assist students by communicating performance standards, providing a stimulus for discussion, and enabling learning by comparison of evaluations from different sources.

## Development of the EFPC

The EFPC was developed from a review of the literature on students' preparedness for placement learning, survey research with students, clinical educators and academics, and pilot work in simulation programs in occupational therapy, physiotherapy and speech pathology. Subsequently the tool has been trialled in a range of simulation and placement experiences across multiple disciplines, with rating by educators and students. Ongoing development to the current version (Version 3) has considered the analyses of data from these trials, and feedback from users, student focus groups, and student and educator interviews.

Alongside the EFPC, tools have been developed to promote high quality feedback and students' feedback literacy, including to identify the general progression of students' skills as they develop and to link students to relevant strategies for development. Contact the authors for further information.

# Evaluation of Foundational Placement Competencies (EFPC)

## Rating scale

**This behaviour is....**

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3= consistently demonstrated appropriately with minimal prompting  
**and** performed at an acceptable standard

4= consistently demonstrated above the acceptable standard

## 1. Professional Behaviour

Core

| <i>The student...</i>                                                                                    | 0                        | 1                        | 2                        | 3                        | 4                        |
|----------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1a adheres to professional and ethical standards including privacy, informed consent and confidentiality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1b is punctual and manages their application of time to tasks                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1c contributes to effective workplace functioning                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1d identifies and responds to potential risks and hazards                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*Progress report / midway focus for continued improvement (indicate items):*

*Comments, with supporting examples:*

## 2. Learner Behaviour

Core

| <i>The student...</i>                                     | 0                        | 1                        | 2                        | 3                        | 4                        |
|-----------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2a shows initiative and willingness to learn              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2b takes responsibility for their own learning            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2c demonstrates awareness of their own limitations        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2d seeks and responds appropriately to feedback           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2e demonstrates organisational and problem-solving skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*Progress report / midway focus for continued improvement (indicate items):*

*Comments, with supporting examples:*

## 3. Communication

Core

| The student...                                                                         | 0                            | 1                        | 2                        | 3                        | 4                        |
|----------------------------------------------------------------------------------------|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3a communicates professionally with peers and staff including educators                | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3b communicates effectively in a team setting                                          | N/A <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3c demonstrates effective communication and interpersonal skills with patients/clients | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3d demonstrates sensitivity and empathy to patient/client needs and concerns           | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Progress report / midway focus for continued improvement (indicate items):

Comments, with supporting examples:

## 4. Information Gathering

Core

| The student...                                                                                                                         | 0                            | 1                        | 2                        | 3                        | 4                        |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4a plans and prepares relevant and appropriate information gathering processes                                                         | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4b implements prepared information gathering strategies effectively, such as file review, history taking and patient/client assessment | N/A <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4c identifies important and relevant patient/client information                                                                        | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4d interprets information to identify patient/client main problems                                                                     | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4e contributes to patient/client-centred goal setting and recommendations                                                              | N/A <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Progress report / midway focus for continued improvement (indicate items):

Comments, with supporting examples:

## 5. Documentation\*

N/A ☐

| <i>The student...</i>                                                                  | 0                        | 1                        | 2                        | 3                        | 4                        |
|----------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5a follows relevant procedures to access, share and complete records                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5b structures documentation clearly and logically considering the context and audience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5c Includes all relevant information without excessive detail                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5d uses clear, concise, and objective professional language                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*Progress report / midway focus for continued improvement (indicate items):*

*Comments, with supporting examples:*

\*Consider that some behaviours that may be observed during documentation tasks are rated elsewhere. Those should **not** be “double rated” here. For example, confidentiality and timeliness are professional behaviours (section 1), interpreting information is part of information gathering (section 4), and the content of recommendations relates to elements of information gathering (section 4) and understanding their professional scope (section 6).

## 6. Understanding their Professional Scope

N/A ☐

| <i>The student...</i>                                                                                                                  | 0                        | 1                        | 2                        | 3                        | 4                        |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6a describes the multiple factors contributing to the patient's/client's performance that are most relevant to their professional role | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6b suggests how someone in their professional role might assist the patient/client                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6c offers a rationale for their recommendations                                                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6d contributes relevant observations and ideas for patients/clients at different stages of the therapy process or continuum of care    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*Progress report / midway focus for continued improvement (indicate items):*

*Comments, with supporting examples:*

# Evaluation of Foundational Placement Competencies (EFPC)

## Student and Placement Details

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Educator Name: \_\_\_\_\_ Dates: \_\_\_\_\_

Site/Area: \_\_\_\_\_ Placement/Subject: \_\_\_\_\_

## Summary Comments

Include examples to illustrate your recommendation and enhance student learning

*Progress report / midway focus for continued improvement (as needed, especially in longer experiences):*

*Summary comments, including strengths and areas for further development, with reference to examples:*

## Summary Recommendation

Overall, this student (tick one):

Did not, or rarely  
demonstrated foundational  
placement competencies  
to an acceptable standard

☐

Demonstrated  
acceptable foundational  
placement competencies  
with some prompting

☐

Demonstrated foundational  
placement competencies to an  
acceptable or above acceptable  
standard with minimal to no  
prompting

☐

Signoff

Date: \_\_\_\_\_

Educator signature: \_\_\_\_\_ Student signature: \_\_\_\_\_

# Evaluation of Foundational Placement Competencies (EFPC)

## Student and Placement Details

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Educator Name: \_\_\_\_\_ Dates: \_\_\_\_\_

Site/Area: \_\_\_\_\_ Placement/Subject: \_\_\_\_\_

## Summary Comments

Include examples to illustrate your recommendation, and learning for the student

*Progress report / midway focus for continued improvement (as needed, especially in longer experiences):*

*Summary comments, including strengths and areas for further development, with reference to examples:*

## Summary Recommendation

Overall, this student (tick one):

... has not met the expected standards and foundation knowledge and skills in in key areas at this level, or has required significant prompting, support or assistance to do so.

☐

The student needs to further develop in the areas noted above.

... demonstrates *most* of the foundation knowledge and skills at this level and to continue with placements.

☐

Achievements and areas for further learning and focus are noted above.

... demonstrates the foundation knowledge and skills expected at this level and to continue with placements.

☐

Reasons for this rating and areas for development are noted above.

## Signoff

Date: \_\_\_\_\_

Educator signature: \_\_\_\_\_ Student signature: \_\_\_\_\_

# Evaluation of Foundational Placement Competencies (EFPC)

## Behavioural examples

Below are *examples* of behaviours to inform your scoring for each item. These examples are not exhaustive. Use the examples alongside the rating scale descriptions, which refer to the amount of prompting required and attainment of acceptable standards in demonstrating behaviours such as these.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Professional behaviour</b></p> <p><b>1a adheres to professional and ethical standards including privacy, informed consent and confidentiality</b></p> <ul style="list-style-type: none"> <li>shows an understanding of relevant codes of conduct and ethics</li> <li>explanations provide the foundations for informed consent</li> </ul> <p><b>1b is punctual and manages their application of time to tasks</b></p> <ul style="list-style-type: none"> <li>attempts to complete tasks in a timely manner</li> <li>is where they should be, when they should be</li> </ul> <p><b>1c contributes to effective workplace functioning</b></p> <ul style="list-style-type: none"> <li>assists in tidying the workplace</li> <li>assists with equipment use and maintenance</li> </ul> <p><b>1d identifies and responds to potential risks and hazards</b></p> <ul style="list-style-type: none"> <li>recognises potential risks</li> <li>alerts appropriate person/s to assist</li> </ul>                                                                                                                                                                                                               | <p><b>2. Learner behaviour</b></p> <p><b>2a shows initiative and willingness to learn</b></p> <ul style="list-style-type: none"> <li>shows enthusiasm and interest in the placement</li> <li>willingly takes on required as well as new activities</li> </ul> <p><b>2b takes responsibility for their own learning</b></p> <ul style="list-style-type: none"> <li>asks questions and clarifies their understanding</li> <li>independently follows up on tasks and addresses knowledge gaps</li> </ul> <p><b>2c demonstrates awareness of own limitations</b></p> <ul style="list-style-type: none"> <li>operates within scope of profession and own knowledge</li> <li>seeks appropriate assistance when necessary</li> </ul> <p><b>2d seeks and responds appropriately to feedback</b></p> <ul style="list-style-type: none"> <li>gives and receives feedback with respect</li> <li>integrates feedback into subsequent performance</li> </ul> <p><b>2e demonstrates organisational and problem-solving skills</b></p> <ul style="list-style-type: none"> <li>is systematic in their approach to tasks</li> <li>begins to show reasoned/justified decision making</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>3. Communication</b></p> <p><b>3a communicates professionally with peers and staff including educators</b></p> <ul style="list-style-type: none"> <li>maintains respectful and non-judgemental communication</li> <li>demonstrates social skills such as the ability to relate personally</li> </ul> <p><b>3b communicates effectively in a team setting</b></p> <ul style="list-style-type: none"> <li>contributes to group discussions</li> <li>interacts appropriately with colleagues from other professions</li> <li>makes connections with other team members</li> </ul> <p><b>3c demonstrates effective communication and interpersonal skills with patients/clients</b></p> <ul style="list-style-type: none"> <li>adjusts communication style to meet the needs of specific patients/clients</li> <li>attempts to build rapport with patients/clients</li> <li>communication is culturally appropriate</li> </ul> <p><b>3d demonstrates sensitivity and empathy to patient/client needs and concerns</b></p> <ul style="list-style-type: none"> <li>responds appropriately to patients/clients in distress</li> <li>shows active listening and appropriate non-verbal communication</li> </ul> | <p><b>4. Information gathering</b></p> <p><b>4a plans and prepares relevant and appropriate information gathering processes</b></p> <ul style="list-style-type: none"> <li>identifies relevant sources of information and how to access them</li> <li>considers the scope of their profession in plans</li> </ul> <p><b>4b implements prepared information gathering strategies effectively such as file review, history taking and patient/client assessment</b></p> <ul style="list-style-type: none"> <li>understands the structure and purpose of a patient file and can extract relevant information</li> <li>takes an effective history from a patient/client</li> <li>conducts known assessments appropriately to their level</li> </ul> <p><b>4c identifies important and relevant patient/client information</b></p> <ul style="list-style-type: none"> <li>recognises the key information that is most relevant</li> <li>screens out information that is of less relevance</li> </ul> <p><b>4d interprets information to identify patient/client main problems</b></p> <ul style="list-style-type: none"> <li>identifies patient/client main problems</li> <li>uses the most relevant information to set priorities</li> </ul> <p><b>4e contributes to patient/client-centred goal setting and recommendations</b></p> <ul style="list-style-type: none"> <li>formulates clear and relevant patient-/client-centred short-term goals</li> <li>initiates long-term patient-/client-centred goal setting</li> <li>makes recommendations for future actions, such as further information gathering or interventions/treatment strategies</li> </ul> |

# Evaluation of Foundational Placement Competencies (EFPC)

## 5. Documentation

### 5a follows relevant procedures to access, share and complete records

- consistently implements instructed procedures to access records and provide to others, including educator
- consistently implements taught procedures such as for drafting, noting of designations, and countersigning
- is mindful of access needs of others when using records
- follows procedures to complete legal records

### 5b structures documentation clearly and logically considering the context and audience

- sets out information clearly with a logical sequence
- the information is logical for the intended audience
- uses appropriate sub-headings as taught/modelled

### 5c includes all relevant information without excessive detail

- includes all the most pertinent and essential information
- is appropriately succinct and not overly detailed or descriptive, according to what has been taught/modelled

### 5d uses clear, concise, and objective professional language

- language is as described and free from bias, subjective terminology, or judgements inappropriate to the scope
- grammatical features such as sentence structure, tense, and gender are adequate for accurate understanding

## 6. Understanding their Professional Scope

### 6a describes the multiple factors contributing to the patient's/client's performance that are most relevant to their professional role

- identifies the core factors most relevant to their role
- is able to consider a variety of factors, and interactions between them
- explains how the identified factors impact on their patient's/client's performance

### 6b suggests how someone in their professional role might assist the patient/client

- makes suggestions based on the information gathered
- makes suggestions that are relevant to their role
- identifies how suggestions may impact performance

### 6c offers a rationale for their recommendations

- expresses the reasons for the suggestions they have made
- includes consideration of multiple factors (as per 6a) in their reasons, as relevant to their role

### 6d contributes relevant observations and ideas for patients/clients at different stages of the therapy process or continuum of care

- makes generalisations to start to identify observations and ideas, such as across the therapy process (screening, assessment, goal setting, intervention and review)
- expresses observations and ideas they have for patients/clients in different circumstances