##  Professional Ability

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

## Communication

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

## Athletes\* used for athlete\*s / clients / players etc.

Team\* used for anyone involved in the care / wellbeing / management of the athlete\*

## Examination & Assessment

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

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| **Safety** | Pass | Fail |

## Treatment & Evaluation

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

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| **Safety** | Pass | Fail |