



**Trinity College Dublin**

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## INTRODUCTION TO USING THE COMMON ASSESSMENT FORM FOR GRADING STUDENTS

September 2016

### The Common Assessment Form

- Performance based assessment tool
- Formative and summative feedback are required
- Review front of form:
  - This page must be signed by the Practice Educator and by the student at the time the form is completed
- **Guidelines for completing the form are on page 2 & 3 of the CAF. Please read guideline then follow the presentation for further information on grading a student during placement.**

## THREE LEVELS OF THE CAF

| TCD   | UCD  |
|---|--|
| <ul style="list-style-type: none"> <li>CAF Level 1 - Placement 1 (2<sup>nd</sup> years)</li> </ul>          | <ul style="list-style-type: none"> <li>CAF Level 1 - CE3 and CE4 (3<sup>rd</sup> years)</li> </ul>                 |
| <ul style="list-style-type: none"> <li>CAF Level 2 - Placement 2 and 3 (3<sup>rd</sup> years)</li> </ul>    | <ul style="list-style-type: none"> <li>CAF Level 2 - CE5 (third years) and CE6 (4<sup>th</sup> years)</li> </ul>   |
| <ul style="list-style-type: none"> <li>CAF Level 3 - Placement 4, 5 and 6 (4<sup>th</sup> years)</li> </ul> | <ul style="list-style-type: none"> <li>CAF Level 3 - CE7 block 1 and CE7 block 2 (4<sup>th</sup> years)</li> </ul> |

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## CAF STRUCTURE

The form consists of three parts:

- Part 1:** Five areas of practice
- Part 2:** Safety and professionalism
- Part 3:** Record of clinical hours

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## Part 1

### Five areas of practice:

**Patient Assessment** (10 learning outcomes to be achieved)

**Patient Treatment / Management** (10 learning outcomes)

**Professionalism** (10 learning outcomes)

**Documentation** (5 learning outcomes)

**Communication** (5 learning outcomes)

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## Understanding Learning Outcomes and Behaviours

- Learning outcomes are statements of achievement that the student should have gained by the end of the placement.
- Behaviours: Describe actions that should be demonstrated to indicate the learning outcome have been achieved.
- As the student progresses through the levels the learning outcomes do not change but the expected behaviours do.

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## Example of change in behaviour descriptors for Patient Assessment learning outcome

| <b>LEVEL 1</b><br><b>Learning Outcome:</b><br>Demonstrate Appropriate Background Knowledge   | <b>LEVEL 2</b><br><b>Learning Outcome:</b><br>Demonstrate Appropriate Background Knowledge   | <b>LEVEL 3</b><br><b>Learning Outcome:</b><br>Demonstrate Appropriate Background Knowledge  |
|--|--|---|
| <b>Behaviour:</b><br>a) answers basic questions from educator/tutor on core clinical knowledge and skills.<br>b) with guidance justifies assessment with reference to core information presented in lectures and background reading. | <b>Behaviour:</b><br>a) answers questions from educator/tutor on core clinical knowledge and skills.<br>b) justifies assessment with reference to theoretical concepts and available evidence appropriate to his/her experience. | <b>Behaviour:</b><br>a) Comprehensively answers questions from educator/tutor on core clinical knowledge and skills<br>b) Justifies assessment with reference to supported texts and the available evidence |

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The following three slides give other examples of the differences in behaviours as the levels of the CAF change.

| CAF LEVEL 1  | CAF LEVEL 2  | CAF LEVEL 3  |
|--|--|--|
| <p><b>LO3. Perform a subjective examination</b></p> <p><b>With guidance</b> executes a logical and systematic interview in order to identify the patients main problem/s.</p> <p>Avoids closed questioning.</p> <p><b>With guidance</b> generates useful information which is used to inform the subsequent objective examination.</p> | <p><b>LO3 . Perform a subjective examination</b></p> <p>Executes a logical, systematic and comprehensive interview to identify and elucidate the patients problem/s.</p> <p>Avoids closed questioning.</p> <p>Generates <b>pertinent</b> information which informs the subsequent objective examination.</p> <p><b>Exhibits some flexibility</b> in enquiry in response to patient cues.</p> | <p><b>LO3. Perform a subjective examination</b></p> <p><b>Efficiently</b> executes a logical, systematic and comprehensive interview to identify and elucidate the patients problem/s <b>within a given time period.</b></p> <p>Avoids closed questioning.</p> <p><b>Efficiently</b> generates pertinent information which informs the subsequent objective examination.</p> <p><b>Exhibits flexibility</b> in enquiry responding appropriately to patient cues.</p> |
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| CAF LEVEL 1  | CAF LEVEL 2   | CAF LEVEL 3   |
|--|---|---|
| <p><b>LO4. Perform an objective examination</b></p> <p><b>With guidance:</b> Explains purpose and format of objective assessment.</p> <p>Selects and performs appropriate assessment techniques.</p> <p>Selects and applies appropriate outcome measures.</p> <p>Maintains a safe environment.</p> | <p><b>LO4. Perform an objective examination</b></p> <p>Explains purpose and format of objective assessment.</p> <p>Selects and applies appropriate assessment techniques.</p> <p>Selects and <b>accurately</b> applies appropriate outcome measures.</p> <p>Maintains a safe environment.</p> | <p><b>LO4. Perform an objective examination</b></p> <p><b>Concisely</b> explains purpose and format of objective assessment <b>so that patient is fully informed.</b></p> <p><b>Efficiently</b> selects and accurately applies appropriate assessment techniques thereby <b>demonstrating clear awareness of issues such as irritability, fatigue etc.</b></p> <p>Selects and applies <b>evidence based</b> outcome measures.</p> <p><b>Carefully employs effective handling skills.</b></p> <p><b>Exhibits flexibility in the execution of the assessment by responding quickly to patient cues.</b></p> <p>Maintains a safe environment</p> |

| CAF Level 1   | CAF LEVEL 2  | CAF LEVEL 3   |
|---|--|---|
| <p><b>LO1. Communicate effectively with the patient</b></p> <p>Demonstrates an appropriate level of confidence in approaching patients and establishes a rapport with patients.</p> <p>Is aware of and demonstrates appropriate verbal and non-verbal skills and listening skills in interactions with patients.</p> <p>Explains the basic aspects of management and care to patient.</p> <p>Respects the rights, dignity and individuality of the patient.</p> | <p><b>LO1. Communicate effectively with the patient</b></p> <p>Demonstrates an appropriate level of confidence in approaching patients and establishes a rapport with patients.</p> <p>Is aware of and demonstrates appropriate verbal and non-verbal skills and listening skills in interactions with patients.</p> <p><b>Listens attentively and uses information to redirect questions.</b></p> <p><b>Initiates discussion and encourages patients to express their own opinions and ask questions during assessment and treatment.</b></p> <p><b>Clearly</b> explains the aspects of management and care to patient.</p> <p>Respects the rights, dignity and individuality of the patient.</p> | <p><b>LO1. Communicate effectively with the patient</b></p> <p>Demonstrates an appropriate level of confidence in approaching patients and establishes a rapport with patients.</p> <p>Is aware of and demonstrates appropriate verbal and non-verbal skills and listening skills in interactions with patients.</p> <p>Listens <b>skilfully and flexibly</b> and uses information to redirect questions.</p> <p>Initiates discussion and encourages patients to express their own opinions and ask questions during assessment and treatment.</p> <p><b>Comprehensively</b> explains the aspects of management and care to patient.</p> <p>Respects the rights, dignity and individuality of the patient.</p> <p><b>Asserts self sensitively and adapts in response to unexpected events</b></p> |
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## University Grading Systems

| Grade | TCD marks and percentages |
|-------|---------------------------|
| 1st   | 280-400<br>(70-100%)      |
| 2:1   | 240-279<br>(60-70%)       |
| 2:2   | 200-239<br>(50-60%)       |
| 3rd   | 160-199<br>(40-50%)       |
| Fail  | 0-199<br>(0-39%)          |

## CAF Grading System in TCD for current 4<sup>th</sup> year group (2017)

| Area of Practice         | TCD Marks  |
|--------------------------|------------|
| Assessment               | 100        |
| Treatment and Management | 100        |
| Professionalism          | 100        |
| Documentation            | 50         |
| Communication            | 50         |
| <b>Total</b>             | <b>400</b> |

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## Grading System in TCD for graduates from 2018 onwards

| Area of Practice         | TCD Marks  |
|--------------------------|--|
| Assessment               | 100  |
| Treatment and Management | 100  |
| Professionalism          | 90 + tick box for <b>Maintain patient confidentiality</b>  |
| Documentation            | 40 + tick box for <b>Adhere to legal requirements and local guidelines regarding documentation/signature</b> |
| Communication            | 50   |
| <b>Total</b>             | <b>380</b>   |

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## Allocating a Grade for the Learning Outcomes

- Students are graded according to the marking criteria provided for each assessment area (see CAF)
- The function of the criteria is to help Practice Educators decide on marks they will award to students on clinical placements
- Each learning outcome is scored out of a maximum of 10
- In TCD whole numbers or a decimal point to one digit is accepted e.g. 5.8 for each learning outcome

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| 1 <sup>st</sup> 280-400<br>(70-100%)   | 2:1 240-279<br>(60-70%)  | 2:2 200-239<br>(50-60%)   | 3 <sup>rd</sup> 160-199<br>(40-50%)  | Fail 0-199<br>(0-39%)   |
|--|--|---|--|---|
| Consistently, always, flexible, efficient, shows excellent ability, clear evidence of .., uses experience to.., show independent initiatives, comprehensive, exceptional, outstanding, etc | Very good, minimal prompting, minimal correction, minimal guidance, occasionally need direction/ assistance etc. | Good, sometimes needs assistance, sometimes needs prompting, most of the time..., good standard, most interventions... etc. | Satisfactory, adequate, limited use of .. , limited evidence of.., needs direction to.. , needs a lot of help to.., needs encouragement to.., reluctant to.. , difficulty in .. , repeated assistance to.., inconsistent, variable accuracy, limited, frequent guidance etc. | Unacceptable behaviours despite considerable guidance, fails to meet the performance criteria, lacks commitment to self development, significant areas of weakness. Poor ability, significant gaps in knowledge, weak, unreliable, insufficient, disorganised, inaccurate, inappropriate, unprofessional etc. |
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## Marking the Form

- The CAF is marked at the midway point during the placement and a final mark is given at the end of the placement
- Midway assessment should be based on the work completed within the first half of a placement and marked in the midway section.
- The final mark should be based primarily on the performance on the latter half of a placement.
- If a learning outcome is not appropriate e.g. 'communication with family/carer', it can be marked N/A and the final score will be adjusted

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## Midway and Final Assessment Marks

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Timetable a specific time to formally sit down with students to discuss midway and end of placement.</li> <li>• Verbal and written feedback. Mark awarded should reflect students strengths and weaknesses.</li> <li>• Observe students behaviour on a regular basis – don't base judgement on too short a time period.</li> <li>• Schedule as close to mid-placement as possible.</li> </ul> | <ul style="list-style-type: none"> <li>• Avoid feedback terminology that isn't reflected in the marks.</li> <li>• Use examples to back up feedback.</li> <li>• Give student feedback so they have opportunity to take remedial action necessary to succeed in latter half of placement.</li> <li>• Ensure the student understand the feedback.</li> <li>• Discuss strategies for learning needs particularly if students appears to be failing.</li> </ul> |
|--|--|

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## Part 2 Safety and Professionalism Statements

- Consists of a SAFETY STATEMENT and a PROFESSIONALISM STATEMENT.
- This part carries no marks however the students safety and professionalism must be satisfactory to pass the placement. A tick box must be completed by the Practice Educators to confirm this (see CAF).
- An area to document warning of breeches of safety or professionalism is available.
- TCD - at the top of the page in Part 2 Practice Educators must tick if the student has completed one planned and one unplanned learning activities.

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## Part 3 - Record of Clinical Hours

- It is mandatory for students to complete a minimum of 1000 to receive a physiotherapy degree.
- The student records their total hours daily. Only 30 minutes intervals are accepted.
- The Practice Educator must sign this section of the form to confirm that the hours stated are a correct record of the students attendance.

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## TCD Placement 4

- P4 is a pass/fail placement.
- The student will require a pass or fail for each of the 5 areas assessed on the CAF.
- Please note, you may give the student a numerical score for each outcome on both their mid away and final assessments but this will be for feedback purposes only and will not contribute towards their final mark.
- If a student fails more than two sections or Part 2 of the CAF, the student is deemed to have failed the placement

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## The Underperforming Student

- Link up with the School ASAP
- Give feedback as soon as a problem is identified
- Inform the student in writing – Risk of Failure Form
- Give specific examples
- Set up an action plan to deal with identified problems/give regular feedback/review goals regularly

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## Where can I get the form?

[www.medicine.tcd.ie/physio](http://www.medicine.tcd.ie/physio)



Clinical Education



Practice Educators Resources

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## KEY MESSAGES

- **The Practice Educator is a key assessor for students**
- **Assessment in the workplace is complex & many factors impact on the process**
- **Marks awarded for the CAF contribute to a significant amount of end of year and degree marks**
- **Careful consideration of mark awarded is required for accurate assessment**
- **Assessment and feedback are inextricably linked**

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## References

Review of Assessment Practices in Practice Education, Therapy Project office 2008

Coote et al (2007), The development and evaluation of a Common Assessment Form for physiotherapy practice education in Ireland, *Physiotherapy Ireland* 28:6-10

Vinette Cross (1999), The same but different – A Delphi study of clinicians' and academics' perceptions of physiotherapy undergraduates, *Physiotherapy*, vol 85, 28-39

Cox P, Ho La D, Pappachan M (1999) Acquisition of Physiotherapy Competencies during Clinical Placement, *Physiotherapy Canada*, spring, 113-119.

Griffith University (2015). Video vignettes to complement interpretation of the Assessment of Physiotherapy Practice (APP) instrument.

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## Thank You