What do I have to do in terms of assessment of students?
For each practice placement, there are one* or two formal assessments of a student's competencies to be completed. The exact details of assessment requirements for each placement are always shared with practice educators before the placement commences.

(*the clinical session exam component is not completed on the 3rd year block (Summer) placement or the 4th year weekly placement in Semester 1):

1. Mapping of student’s competencies on the National Student Clinical Competency Evaluation Form
   - To be completed at the mid- and end-point of all placements
   - The National Student Clinical Competency Evaluation Form enables you to review the student’s professional conduct (total of 10 competencies) and clinical competencies (total of 20 competencies)
   - The student's clinical competencies are rated by you as being either (i) not evident, (ii) emerging, (iii) evident, or (iv) plus level. National performance indicators are helpful in outlining in more detail what is expected at the evident level for the student's stage
   - **Practice Educators map the student’s competencies – a grade will be assigned by college based on your evaluation**
   - The National Student Clinical Competency Evaluation Form can provide developmental feedback for students and can help them to set learning objectives and complete future learning plans.
     - 2nd years (Senior Freshman) - *novice* form
     - 3rd years (Junior Sophister) - *transition* form
     - 4th years (Senior Sophister) - *entry* form
   - Structured scenarios/case-based discussions can be used to assess competencies not yet observed or rated

2. Clinical Exam

For 2nd and 3rd years - the student is observed by the supervising Practice Educator (and another therapist) working with a ‘seen’ client (i.e. a client they have been working with during the placement, or a client from a client group they have been working with during placement). The process includes four components, as per the Clinical Exam Form:

**Files** - The student files are examined for evidence that appropriate diagnostic and therapy competencies are developing along with the ability to maintain clinical records

(i) **Presentation** - The students are required to give a brief oral summary of a client: relevant history, diagnosis and summary of therapy (this may occur before or after a session - no longer than 5 minutes)

(ii) **Clinical session** - The student is observed working with a client/group by two examiners (the Practice Educator/Practice Tutor and another therapist working in the setting)

(iii) **Viva** - The clinical session is followed by a short viva. **2nd year students are to be assessed on a minimum of 7 competencies and 3rd year students to be assessed on a minimum of 10 competencies**
For 4th years - the student is observed working with two clients by the Practice Educator and a Practice Tutor (if available) or College Examiner: a ‘seen’ client as above and an ‘unseen’ client (i.e. a person who is new to the student). 4th year students are to be assessed on a minimum of 15 competencies.

The mark for the clinical exam for all years is based on the National Student Clinical Competency Evaluation indicators that are relevant to the clinical and examination context.

Notification of Concern
Students cope in different ways with learning and managing the transitions that practice placements demand. Situations related to professional conduct or clinical competencies may arise including failure to meet standards of professional conduct, inadequate knowledge, an apparent difficulty acting on advice, lack of preparation for clinical work, or not achieving the expected competencies by their mid-placement review.

Practice Educators can contact the Department about any concerns they may have by either phone or email – no matter how minor the concern may seem! This contact allows for timely provision of additional supports for the student and/or the Practice Educator as well as referral to other College-based support services where indicated. In addition, where appropriate, we would be grateful if your concerns could be submitted in writing using the forms below.