

## **Practice Placement Assessment**

The practice placement assessment form is a Microsoft Word document shared by students and educators.

1. The student and educator are each required to complete a copy of this form prior to the final report, recording their own grading of each section (prepared grade). After discussion at the final report meeting, the final grading decision is made by the educator.

2. The assessment performance criteria in the four sections of the form, and the overall grading guidelines, provide guidance on the expectations for student performance for the placement module. Each descriptor describes at performance the midpoint of each range of marks e.g. halfway between 50 & 59 = 55%.

The educator is required to note which of the performance criteria have and have not been achieved. A judgement can be made by the educator if performance criteria are not applicable at the final report stage and this may not necessarily incur a fail.

If a student exceeds the performance criteria for the placement, this should be recorded.

Each assessment section must be awarded a percentage mark between 1 - 100%. Marks for each section are transferred onto the summary sheet (page 3) added up and divided by 4 to reach an overall percentage grade.

Grades appearing as percentage fractions should be rounded up or down i.e. below .5%

should be rounded down, .5% or above should be rounded up to the next whole percentage point. e.g. 61.25% = 61%. 53.5% = 54%

3. Your comments in each section must and should reflect the level the student may be achieving in each grade.

**4. The student must pass all sections in order to achieve a pass mark. Failure in one or more sections will result in failure of the placement.**

### **5. Final Report Meeting**

Educator, student or both may elect to have additional therapists present with the prior agreement of the other.

All those present at the final report discussion must sign the assessment summary sheet and the educator is also asked to provide general comments and an outline of any future learning needs for the student not documented within the assessment.

6. The educator must also complete the assessment front cover to include final assessment percentage, hours and any student absence hours from placement.

7. The educator and student must take the opportunity to comment in each of the sections and must also provide tangible examples of evidence to support the grading awarded and to comment on areas for future development.

8. Student's right of appeal – the student has the right to appeal against the assessment if there has been maladministration of these procedures.

9. Once the final report has been completed, both student and educator should send the form independently to the School of Health and Social Care.

Students should upload the completed form to the designated section set up on FASer, whilst educators should email their copy of the form to the IPL Administrators at HSC at [ipl-admin@essex.ac.uk](mailto:ipl-admin@essex.ac.uk)

### **Classification guidelines demonstrating placement performance:**

⚡ **FAIL: 0-39% banding**

Even with considerable guidance, prompting & counselling, the student is unable to meet criteria, demonstrating unsatisfactory performance with significant weaknesses in one or more areas

⚡ **FAIL (VERY POOR PERFORMANCE) 0-19%**

Unable to use resources appropriately. Confused and ineffective communication. Unable to function effectively. Little or no awareness of professional codes of Conduct

⚡ **FAIL (POOR PERFORMANCE) 21-29%**

Insufficient or inappropriate use of resources. Inadequate, limited or inappropriate skill application. Insufficient and / or unclear communication. Insufficient awareness of professional codes of conduct

⚡ **FAIL (INADEQUATE PERFORMANCE) 30-39%**

Inadequate use of resources. Insufficient or significant gaps in skill application. Inadequate communication. Limited awareness of professional codes of conduct.

⚡ **3<sup>rd</sup> (PASS): 40-49%.**

Satisfactory safe performance with the student able to demonstrate practice at a basic level with a reasonable level of guidance and support having been provided.

⚡ **2:2 (LOWER CREDIT) 50- 59%**

Student demonstrates the ability to practice professionally with some guidance needed as appropriate. Student demonstrates good performance skills to achieve learning outcomes and can identify and reflect on areas for improvement.

⚡ **2:1 (HIGHER CREDIT) 60- 69%**

Student demonstrates competent practice with minimal guidance provided. Very good performance is demonstrated consistently in all or most areas of work practice and the student is confident in pursuing and further developing their professional practice.

**1<sup>st</sup> (DISTINCTION) 70-100% wide marking band requiring further guideline clarification for low, mid and high banding points as follows:**

☿ **LOW 1<sup>st</sup> 70-79%**

Student consistently demonstrates an excellent level of performance in all aspects and will seek guidance independently. Student makes a clearly evidenced contribution to the service setting through a very high standard of independent reflection, analysis and application of professional practical and theoretical skills.

☿ **MID 1<sup>st</sup> 80-89%**

Student consistently provides evidence in all of the above demonstrating professional excellence and autonomous practice in all areas and will seek guidance independently. Student also makes a significant contribution to wider aspects of service delivery and management through excellent investigative, planning, implementation and evaluative skills.

☿ **HIGH 1<sup>st</sup> 90-100%**

These banding marks denote an outstanding excellence seen in all performance aspects of professional skill, knowledge and behaviour. The student will have consistently demonstrated highly advanced reasoning skills together with innovative and proven contribution to overall service improvement. Personal and professional development skills are a natural embodiment of the student's ability to professionally practice at a remarkable and outstanding level.

Marks awarded at this level must be reserved for outstanding performances.