

5.8 CLINICAL ASSESSMENT FORM- Placement C1/C2/D1/D2

Learning outcomes/marking criteria for clinical assessment forms

1. Did the student develop a safe and effective use of instrumentation?

| Grade 5 | Grade 4 | Grade 3 | Grade 2 | Grade 1 |
|--------------------|---------------------|---------------------|---------------------|--------------------|
| Excellent | Good | Acceptable | Satisfactory | Poor |
| | | | | |
| Clinical and | Clinical skills | Clinical skills | Clinical skills | Clinical skills |
| psychomotor skills | | | | |
| | Sufficient | As Grade 4 | Can identify and | Cannot identify at |
| Debridement | debridement but | but requires | treat at risk foot | risk foot |
| techniques | refinement required | prompts in order to | | |
| | | ensure appropriate | Debridement skills | Frequent haems, |
| Clinical reasoning | Correct instruments | treatment | but pain relief not | poor debridement |
| and ability to | / blade selection | | achieved. Input | no pain relief |
| operate | | | required | achieved |
| independently | May require help | | ** | |
| | and guidance with | | Use and selection | Instrument / blade |
| | complex cases | | of instruments | selection |
| | | | | Danina annatant |
| | | | | Requires constant |
| | | | | supervision |
| | | | | |
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| | | | | |

2. Did the student develop effective communication skills (both verbal and written) with patients and Health Care Professionals maintained in accordance with the requirements of the Data Protection Act and Information Governance?

| Grade 5 | Grade 4 | Grade 3 | Grade 2 | Grade 1 |
|--------------------|-------------------|---------------------|----------------------|--------------------|
| Excellent | Good | Acceptable | Satisfactory | Poor |
| | | | | |
| Interdisciplinary | Communication | Communication | Communication | Communication |
| Skills | skills with HCP's | skills with HCP's | with HCP's but at | skills with HCP's, |
| | and Pt. | and Pt | times lacks | can not identify |
| Communication | | | confidence. | need when |
| skills with HCP's | Approach in | Rationale but | | required. |
| with no/minimal | gaining Pt | approach at times | Understanding of | |
| assistance | participation in | lacks depth and | patient issues. | Understanding of |
| | treatment plan. | evaluation. | | patient issues. |
| Rapport with | Some assistance | | Rationale but lacks | |
| patients involving | required from | Student | depth and | Communication |
| them in their | supervisors | occasionally Pt led | justification. | with patients. |
| treatment plan | | and requires | | Unable to gain |
| | | assistance. | Consultative skills. | relevant |
| | | | Requires guidance | information from |
| | | | from supervisors | patient indicating |
| | | | | unsafe practice. |
| | | | | |



3. Did the student select appropriate foot health promotion to empower the patient?

| Grade 5 Excellent | Grade 4 Good | Grade 3 Acceptable | Grade 2 Satisfactory | Grade 1 Poor |
|----------------------------------|---------------------|--------------------|----------------------|----------------------|
| Identifies | Identifies | Basic foot health | Basic foot health | Cannot identify |
| importance of foot | importance of foot | education and | education with | need for foot health |
| health education. | health education | included in | guidance from | education. |
| Uses up to date | | treatment plan. | supervisor. | |
| literature. | Includes foot | | | No foot health |
| | health education in | Some evidence of | Little evidence of | education in |
| Includes foot health | Pt treatment plan | patient centred | patient centred | treatment plan or |
| education in Pt | | practice. | practice. | discussion |
| treatment plan and | May engage the | | | |
| in their discussion | patient in their | | | |
| | treatment plan. | Guidance required | Difficulty | Minimal |
| Actively promotes | Requires guidance | when discharging | identifying patients | knowledge of foot |
| patient centred | with discharging | and changing | requiring discharge | health education. |
| practice | and changing | return intervals. | and treatment | No evidence of |
| Disabanasa and | return intervals. | | interval changes. | further reading |
| Discharges and changes treatment | | | | |
| interval as | | | | |
| appropriate without | | | | |
| guidance | | | | |
| Surdance | | | | |

4. Did the student appropriately manage time and caseload effectively?

| Grade 5 | Grade 4 | Grade 3 | Grade 2 | Grade 1 |
|--|---|--|--|---|
| Excellent | Good | Acceptable | Satisfactory | Poor |
| | | | | |
| Level of | Level of | Level of | Level of | Level of |
| organisation of | organisation of | organisation of | organisation of | organisation of |
| caseloads. | caseloads | caseloads. | caseloads. | caseloads. |
| Prioritised tasks that are most important. | Can sometimes prioritise tasks but needs guidance | Reasonable ability to prioritise tasks | Struggles to prioritise tasks. | Spending time on unnecessary tasks. |
| | | Lacks ability to | Requires assistance | Unable to justify |
| Independently | Manages time and | manage time and | to manage | and prioritise tasks. |
| manages time and | caseload | caseload | caseloads. | |
| case load | successfully with | independently. | * 11 | No demonstration |
| successfully. | some support | 7 1 1 1 1 | Little | of clinical |
| Is evidence based. | Knowledge of evidence based practice. | Lacks knowledge required for evidence based practice. | demonstration of reflective and evidence based practice. | reasoning. Unable to base practice on evidence. |
| | | | | |
| | | | | |
| | | | | |
| | | | | |



5. Did the student have an appropriate and comprehensive approach to assessment including the collection and recording of relevant information in accordance with the requirements for the Data Protection Act and Information Governance?

| Grade 5 | Grade 4 | Grade 3 | Grade 2 | Grade 1 |
|-----------------------|----------------------|---------------------|------------------|--------------------|
| Excellent | Good | Acceptable | Satisfactory | Poor |
| | | | | |
| Understanding. | Understanding. | Understanding. | Understanding. | Failed to identify |
| Able to evaluate | Ability to integrate | Able to evaluate | Lacks | basic clinical |
| information. | and evaluate | information and | comprehensive | information for |
| Demonstrates | information with | justify approach to | understanding of | treatment plan. |
| analytical, justified | clarity and evidence | management of | clinical risk. | Unstructured |
| approach based on | to justify approach. | patient. | Superficial | disorganised |
| evidence. | | May lack detailed | understanding in | approach. |
| | | reasoning. | some areas. | Unable to identify |
| | | _ | | at risk foot. |
| | | | | |

6. Did the student justify and implement appropriate care plans for patients?

| Grade 5 | Grade 4 | Grade 3 | Grade 2 | Grade 1 |
|-----------------------|----------------------|----------------------|---------------------|---------------------|
| Excellent | Good | Acceptable | Satisfactory | Poor |
| | | | | |
| Knowledge – in | Knowledge – | Knowledge - | Knowledge to | Knowledge to |
| depth able to justify | sound base to | utilized to justify | formulate & justify | justify treatment |
| treatment plans. | justify treatment | treatment plans. | treatment plan. | plan. |
| | plan. | | | |
| High level of ability | | Able to integrate & | Able at times to | Unable to integrate |
| to evaluate patient | Able to integrate & | evaluate all patient | integrate or | or evaluate patient |
| information. | evaluate all patient | information. | evaluate patient | information. |
| | information. | | information. | |
| Evidence based. | | May lack clarity & | | No rationale for |
| | Able to evidence. | complexity. | Rationale for | treatment plans and |
| Confidently set | | | treatment plans and | unable to justify |
| short/medium/long | Able to consider | Able begin to | able to justify | return intervals. |
| term | short/medium/long | consider | return intervals. | |
| plans/objectives. | term plans. | short/medium/long | | |
| | | term plans but | | |
| | | perhaps lack | | |
| | | clarity. | | |

7. Did student demonstrate a concern for the interests, safety and dignity of patients and colleagues?

| Grade 5 | Grade 4 | Grade 3 | Grade 2 | Grade 1 |
|-------------------|--------------------|------------------------|-------------------|---------------------|
| Excellent | Good | Acceptable | Satisfactory | Poor |
| | | | | |
| Team approach. | Team approach. | Team approach. | Will assist when | Works in isolation |
| | | | prompted. | to the team and |
| Thorough holistic | Thorough holistic | Aware of patient | | does not engage. |
| approach. | approach. | needs but at times too | Aware of patient | |
| | | patient led. | needs but too | Consideration of |
| Not too patient | Occasionally | | patient led. | patient or |
| led. | patient led. | Understanding of | | colleagues needs. |
| | | Health & Safety | Understanding of | |
| Empathy towards | Considers patients | issues to ensure safe | Health & Safety | Does not |
| patient needs. | need. | practice for both | issues to ensure | appreciate the need |
| Understanding of | Understanding of | patients & | safe practice for | for safety and |
| Health & Safety | Health & Safety | colleagues. | both patients & | dignity of patients |
| issues to ensure | issues to ensure | | colleagues. | & colleagues. |
| safe practice for | safe practice for | | | Understanding of |
| both patients & | both patients & | | | Health & Safety |
| colleagues. | colleagues. | | | issues |

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8. Student demonstrated a professional approach whilst on placement?

| Grade 5 | Grade 4 | Grade 3 | Grade 2 | Grade 1 |
|-------------------------|-----------------|----------------------|--------------------|------------------|
| Excellent | Good | Acceptable | Satisfactory | Poor |
| | | | | |
| Appearance & | Appearance & | Appearance & | Appearance & | Appearance |
| behaviour | behaviour | behaviour | behaviour | behaviour |
| Professional. | Professional. | Professional | Professional | Professional |
| Arrived on time / early | Arrived on time | Arrived on time | Arrived on time | Arrived on time |
| | Can work | Requires some advice | Requires constant | Did not attend / |
| Organised. | independently | / guidance. | advice / guidance. | make contact or |
| Works | Communication | | | follow absence |
| independently. | skills. | | | protocol. |
| independentry. | SKIIIS. | | | |
| Communication | | | | |
| skills. | | | | |
| | | | | |
| Willing to go that | | | | |
| extra distance. | | | | |

9. Did student encourage or suggest an inter-disciplinary approach to patient care where appropriate?

| Grade 5 | Grade 4 | Grade 3 | Grade 2 | Grade 1 |
|---|---|--|---|--|
| Excellent | Good | Acceptable | Satisfactory | Poor |
| Knowledge | Knowledge | Knowledge | Knowledge | Knowledge |
| Independently refers with appropriate reasoning. Client centred approach | Frequent appropriate referrals. Evidence of client centred approach. | Refers with prompting. Minimal client centred approach. | Needs guidance. Lack of reasoning / client centred approach. | Poor understanding for rationale to refer therefore jeopardising patient safety. Not patient centred. |
| | centred approach. | | | Not pa |

10. Did student adhere to trust policies and procedures as stated in placement pack?

| Grade 5 | Grade 4 | Grade 3 | Grade 2 | Grade 1 |
|-------------------|-------------------|----------------------|--------------------|--------------------|
| Excellent | Good | Acceptable | Satisfactory | Poor |
| | | | | |
| Compliance | Compliance | Compliance | Compliance | Compliance |
| F 11 1 1' ' | E 11 1 11 1 | F 11 1 1' ' 0 | D 1 . C | Did it |
| Followed policies | Followed policies | Followed policies & | Demonstrated safe | Did not appreciate |
| & procedures. | & procedures. | procedure. | practice. | & therefore follow |
| | | | | trust policies & |
| Questioned | Requested | Further reading & | Guidance required. | procedures. |
| approach, sound | clarification. | preparation required | | |
| rationale. Good | Understood & | but showed some | Required further | Indicating unsafe |
| understanding of | appreciated need | understanding. | reading / | practice. |
| information. | for above. | | preparation. | |
| | | | | Unprepared for |
| Well prepared & | Prepared & | | | placement. |
| organised. | organised. | | | _ |

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| nd effective use of strumentation? ** istrumentation? ** istid the student develop ffective communication skills with patients and Health Care rofessionals? istid the student select propriate foot health romotion to empower the atient? istid the student appropriately inange time and caseload ffectively? istid the student have an propriate and comprehensive proach to assessment? istid the student justify and inplement appropriate care lands for patients? istid the student demonstrate a oncern for the interests, afety and dignity of patients and colleagues? istid the student demonstrate a rofessional approach whilst on lacement? ** istid the student encourage or uggest an interdisciplinary pproach to patient care where ppropriate? istid the student adhere to trust olicies and procedure as stated in the placement pack? ** ** A score of 1 in any of these learning outcomes results in a fail grade placement. This evaluation is used formatively for feedback in semester | Did the student develop safe and effective use of instrumentation? *** Did the student develop effective communication skills with patients and Health Care Professionals? Did the student select appropriate foot health promotion to empower the patient? Did the student appropriately manage time and caseload effectively? Did the student have an appropriate and comprehensive approach to assessment? Did the student justify and implement appropriate care plans for patients? Did the student demonstrate a concern for the interests, safety and dignity of patients and colleagues? Did the student demonstrate a professional approach whilst on placement? ** Did the student encourage or suggest an interdisciplinary approach to patient care where appropriate? Did the student adhere to trust policies and procedure as stated in the placement pack? ** *** A score of 1 in any of these learning outcomes results in a fail grade placement. This evaluation is used formatively for feedback in semester summatively in semester 2. | _ | | Placement Eva | | | |
|--|--|------------------------------|----------|---------------|------------|------------|------------|
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| nd effective use of strumentation? ** istif the student develop iffective communication skills is propriate and Health Care rofessionals? istif the student appropriately interpretation of the student have an propriate and comprehensive proporate and comprehensive proporate to assessment? istif the student demonstrate a oncern for the interests, afety and dignity of patients and colleagues? istif the student encourage or uggest an interdisciplinary propriate? istif the student adhere to trust olicies and procedure as stated in the placement, This evaluation is used formatively for feedback in semester summatively in semester 2. | ind effective use of instrumentation? ** bid the student develop iffective communication skills with patients and Health Care rofessionals? bid the student select impropriate foot health romotion to empower the instrumentation in the placement? bid the student appropriately in the student have an impropriate and comprehensive improvant to assessment? bid the student justify and implement appropriate care illuss for patients? bid the student demonstrate a concern for the interests, and colleagues? bid the student demonstrate a increasional approach whilst on illuscement? ** bid the student demonstrate a increasional approach whilst on illuscement? ** bid the student demonstrate a increasional approach whilst on illuscement? the interests is in the placement pack? ** bid the student adhere to trust in the placement pack? ** A score of 1 in any of these learning outcomes results in a fail grade summatively in semester summatively in semester 2. | Did the student develop safe | | | | | |
| instrumentation? ** ind the student develop iffective communication skills irith patients and Health Care rofessionals? irith patients and Health Care rofessionals? irith patients develop irith patients develop irith student select ppropriate foot health romotion to empower the atient? irith estudent appropriately anange time and caseload iffectively? irith estudent have an ppropriate and comprehensive pproach to assessment? irith the student justify and mplement appropriate care lans for patients? irith estudent demonstrate a oncern for the interests, afety and dignity of patients and colleagues? irith the student demonstrate a rofessional approach whilst on lacement? ** irith the student andhere to trust olicies and procedure as stated in the placement pack? ** irith a score of 1 in any of these learning outcomes results in a fail grade placement. This evaluation is used formatively for feedback in semester summatively in semester 2. | nstrumentation? ** Did the student develop effective communication skills with patients and Health Care Professionals? Did the student select appropriate foot health promotion to empower the patient? Did the student appropriately manage time and caseload effectively? Did the student have an appropriate and comprehensive approach to assessment? Did the student justify and mplement appropriate care plans for patients? Did the student demonstrate a concern for the interests, safety and dignity of patients and colleagues? Did the student demonstrate a professional approach whilst on placement? ** Did the student encourage or suggest an interdisciplinary appropriate? Did the student adhere to trust policies and procedure as stated on the placement pack? ** ** A score of 1 in any of these learning outcomes results in a fail grade placement. This evaluation is used formatively for feedback in semester summatively in semester 2. | • | | | | | |
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| inth patients and Health Care rofessionals? ind the student select perpropriate foot health romotion to empower the atient? ind the student appropriately manage time and caseload ffectively? ind the student have an perpopriate and comprehensive perpach to assessment? ind the student justify and melement appropriate care lans for patients? ind the student demonstrate a oncern for the interests, afety and dignity of patients and colleagues? ind the student demonstrate a rofessional approach whilst on lacement? ** indicate the student and there to trust olicies and procedure as stated in the placement pack? ** A score of 1 in any of these learning outcomes results in a fail grade stummatively in semester summatively in semester 2. | inth patients and Health Care rofessionals? ind the student select purporpriate foot health romotion to empower the natient? ind the student appropriately manage time and caseload stfectively? ind the student have an appropriate and comprehensive purpoach to assessment? ind the student justify and mplement appropriate care alians for patients? ind the student demonstrate a concern for the interests, affecty and dignity of patients and colleagues? ind the student demonstrate a rofessional approach whilst on aliacement? ** indicatement in the student care where purpopriate? indicate an interdisciplinary purpoach to patient care where purpopriate? indicate and procedure as stated in the placement pack? ** A score of 1 in any of these learning outcomes results in a fail grade collacement. This evaluation is used formatively for feedback in semester summatively in semester 2. | • | | | | | |
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