

Student's name _____ Supervisor's name: _____

Work site _____ Number of hours completed: _____

Date assessment was conducted interactively with student _____

Instructions:

The Interim Competency Assessment form should be completed by the section supervisor or responsible staff member who is chiefly responsible for the student at ~40 hours of practicum time. Please avoid altering the competency criteria as these must remain the same between the Interim and Final Assessments. During the completion of the *Interim Competency Assessment* you may find that you have not observed the student on sufficient occasions to rate a particular performance indicator. If you are unsure of a student's competency on an item, you may rate as "NA" but make a note to look out for this competency prior to undertaking the Final Competency Assessment.

HOW TO RATE THE STUDENT: The assessment form provides examples as to the types of specific competencies expected. It is not expected that every practicum site would enable students to address every specific competency listed. Please indicate *which* competencies apply to your workplace ticking the **rating code** which best applies to **each** performance indicator item. Please be objective and rate the student as an entry level, or first year Exercise Scientist. Give your student the rating that matches their **actual** performance over the prior ~40 hours of practicum time. Consider your client safety and comfort, plus the professional reputation of Exercise Science as paramount to your ratings and be prepared to substantiate your rating with examples, as students may wish to discuss your assessment. **If you deem a student "requires development" (i.e. fails to achieve expected minimum standard) in a particular skill during this assessment, there is space provided after each section where we ask you to provide specific feedback and strategies that a student may follow to improve performance for the final assessment.**

Rating	Code	Definition
Requires Development	RD	Not yet able to demonstrate competency for the performance indicator (<i>student does not display entry-level ExSci skills, or is considered unsafe at that task – a “fail” grade</i>)
Competent	C	Able to demonstrate acceptable competency of the performance indicator (<i>student is at the minimum safe standard for that task - a “pass” grade</i>)
Highly Competent	HC	Able to demonstrate the performance indicator at a high level of competency (<i>student is highly proficient and safe at performing that task - a “distinction” grade</i>)
Outstanding	O	Able to demonstrate the performance indicator at the highest level (<i>student is considered outstanding in performance of the task; you would not hesitate in recommending them to a colleague – a “high distinction” grade</i>)
Not Assessed	NA	This performance indicator was not conducted within this placement site and was not able to be assessed

RD = requires development ("fail"); C = competent ("pass"); HC = highly competent ("distinction"); O = outstanding ("high distinction"); NA = Not assessed at workplace

Competencies	Rating (please tick)					
	RD	C	HC	O	NA	Specific Comments
The student:						
1. Is professional in appearance (personal attitude, respectful, enthusiasm, clean / tidy, in uniform, hair, shoes etc are appropriate to your worksite)						
2. Communicates effectively (verbal, non-verbal, written) with all people relevant to the work site (Student requires little support to communicate in a manner that is clear & comprehensive. Student is appropriate in terms posture, volume, tone and energy with respect to your worksite. Displays a flexible communication approach which matches the clients level of health literacy and where appropriate uses correct technical language. Able to influence and develop authority in one-on-one and group situations)						
3. Applies a current, client centred approach and provides a rationale for their professional actions (student is able to clearly and effectively explain health & exercise concepts, assessment results etc, in a way that matches the client's health literacy and is easily understood by all. Student records clear, detailed & appropriate client notes)						
4. Evaluates the effectiveness of exercise interventions at the work site (eg. Offers accurate, safe & appropriate amount of feedback and cueing. Regressions and progressions reflect clients' ability and best practice)						
5. Operates within their scope of practice and in accordance with the relevant codes of professional and ethical conduct (i.e. ESSA, UTAS, or worksite specific codes)						
6. Identifies problems and develops appropriate solutions (Ability to critically analyse, anticipate problems & apply practical solutions. Where appropriate the student has demonstrated independent thought and action, or where they have the ability to input to decision making, solutions are offered prior to direction from supervisors and the student is able to follow-through on decisions).						
7. Implements risk management strategies (eg. employs sound clinical reasoning based on risk mitigation, uses appropriate tools such as The Adult Pre-Exercise Screening form and records appropriate SOAP notes)						

Competencies	Rating (please tick)					Specific Comments
	RD	C	HC	O	NA	
The student:						
8. Plans for, and uses initiative to complete tasks (Completes observed / available tasks without being asked, seeks more tasks when not busy)						
9. Complies with the policies and systems used within the work site (i.e. OH&S, emergency protocols, or other worksite specific policies)						
10. Maintains client confidentiality						
11. Is adaptable (Ability to be safely autonomous in their role, engages actively and appropriately with all team members)						
12. Manages time appropriately (The student displays an appropriate level of organisation skill, the ability to prioritise competing tasks within the context of your worksite, including the ability to use down-time and manage time constraints out of their control. Able to appropriately manage time within both one-on-one and group situations).						
13. Works independently when appropriate (You would be confident to leave the student alone with a client to assess or deliver exercise and believe they would do no harm)						
14. Self-reflects, seeks advice/feedback and acts on these to improve performance (eg. Student recognises their own professional weaknesses, seeks timely feedback and appropriate support, and acts on constructive feedback to improve future performance).						
15. Uses information from reputable sources to inform their practice (i.e. peer reviewed journal articles, reviews, government, or authoritative websites)						

Competencies	Rating (please tick)					
	RD	C	HC	O	NA	Specific Comments
The student:						
16. Assumes responsibility for their own behaviour and learning (The student is willing to take responsibility for their actions when challenged, where required seeks opportunity to debrief following stressful situations. Student will research and practice alternative methods based on feedback)						
17. Demonstrates awareness of and sensitivity to diversity and equity relevant to the work site (i.e.cultural, religious, gender, or sexual orientation etc)						
18. Applies necessary risk stratification to the assessment of and exercise delivery for clients (i.e. using pre screening tools)						
19. Prepares clients appropriately for a health and fitness evaluation or exercise session (eg. clear, comprehensive explanation and demonstration, where applicable, of assessment or test procedures)						
20. Conducts safe, accurate, comprehensive and appropriate assessments of clients (i.e. body composition, strength, CV fitness, ROM etc)						
21. Prescribes exercise interventions that reflect best practice and are in line with assessment findings (eg. able to apply current knowledge across your worksites client population. Ability to use resources and undertake additional research on client conditions. Prescriptions offered by the student are innovative and effective; practices are evidence based.)						
22. Delivers exercise in a best practice manner (eg. Student is safe and effective at delivering one-on-one and group exercise. Student has appropriate level of energy, enthusiasm and engagement, and an ability to motivate clients.						
23. Modifies a client's technique (or the exercise program) when required						
24. Uses accepted strategies to enhance motivation and foster behaviour change (eg. Seeks and provides information on lifestyle behaviours, barriers to change, goal setting etc)						
25. Knows when (and how) to refer clients to other health professionals						

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Any comments on areas that student may need to improve?

Any specific comments on student strengths?

Name: _____
Site Supervisor

Name: _____
Student

Sign: _____
Site Supervisor

Sign: _____
Student