

Student's name _____ Supervisor's name: _____

Work site _____ Number of hours completed: _____

Date assessment was conducted interactively with student _____

Instructions:

The Final Competency Assessment form should be completed by the section supervisor or responsible staff member who is chiefly responsible for the student during the **final week of practicum time**. Please avoid altering the competency criteria as these must remain the same between the Interim and Final Assessments.

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** 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 week. 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 still deem a student "requires development" (i.e. fails to achieve minimum / safe standard) in a particular skill during this assessment, there is space provided after each section where we ask you to provide specific reasons why you believe they are not meeting the minimum standard.**

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 employing or 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

Competencies The student:	Rating (please tick)					
	RD	C	HC	O	NA	Specific Comments
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 and relevance 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)						

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

Competencies The student:	Rating (please tick)					
	RD	C	HC	O	NA	Specific Comments
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)						

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

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. Shows ability to use resources and undertake additional research on client conditions. Prescriptions offered by the student are innovative and effective; practices are evidence based. Accurate and meaningful advice is offered to clients and the student actively develops further understanding of the anatomical and physiological bases of interventions within the placement worksite)						
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						

Specific final comments:

Name: _____
Site Supervisor

Name: _____
Student

Sign: _____
Site Supervisor

Sign: _____
Student

NB – students must ensure that this interactive assessment is submitted to the Professional Experience Placement (PEP) coordinator within 5 days of completion. Students are also reminded to log hours in exercise delivery services for apparently healthy clients in the ESSA logbook provided.

SUPERVISOR FEEDBACK SURVEY

Practicum site: _____

Supervisor's name: _____

In order to help us **improve** the practicum experience for Exercise Science Supervisors, we would appreciate your feedback on the following:

1. **Did you receive adequate guidance as to what was required of you as a practicum supervisor (i.e. from the PEP Coordinator, the student, the supervisor guidelines and the assessment forms)?**

YES

NO

Suggestions: _____

2. **Did the assessment forms enable you to provide the student and Practicum Coordinator with adequate feedback on the student's competency at your work site?**

YES

NO

Suggestions: _____

3. **Did the assessment forms strike an adequate balance between detailing the required competencies without being too onerous a task?**

YES

NO

Suggestions: _____

4. Did you find the Supervisor Guidelines easy to follow and use?

YES

NO

Suggestions: _____

5. Did you feel there were any gaps in the PEP documentation, anything you think should be added?

YES

NO

Suggestions: _____

6. Any other comments or suggestions that would help make the Supervisory experience easier for you? I.e. regarding the practicum experience, PEP unit staff, or the assessment forms?

7. Would you like the PEP Unit Co-ordinator to contact you in relation to any issues raised in this survey?

YES

NO

If yes, please indicate your preferred contact method (tick) and details:

Phone: _____

Email: _____

Our sincere thanks for your commitment to our future Exercise Scientists; we greatly appreciate your support of our professional experience placement program

Student Feedback Survey*

Student name: _____ Student number: _____ Date Completed Survey: _____

Practicum Site: _____ Practicum Supervisor Name: _____

1. Please rate your experiences with your placement/s (**TICK** the descriptor that applies for you and give any suggestions for improvement):

Experience	Strongly Agree	Agree	Disagree	Strongly Disagree	Comment
The level of supervision provided by my supervisor was of high quality and aligned with my needs					
I felt supported and respected by my site supervisor and other work site staff					
I felt prepared for this placement					
I had access to the resources I needed to undertake my duties at the practicum site					
The placement enabled me to develop and expand my knowledge and skills					
After this practicum placement, I am more confident that my knowledge and skills are of value in the work setting					
I have a clearer sense of where I would like to head professionally					
I felt supported by the UTAS PEP Unit staff					

* to be returned to the PEP Coordinator with your logbook and reflection diary – i.e. within 5 working days of the completion of your placement

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Experience	Strongly Agree	Agree	Disagree	Strongly Disagree	Comment
The <i>Student Guidelines</i> were easy to read and use					
The <i>Unit Outline</i> and <i>Student Guidelines</i> helped me to fully understand the requirements of the unit					

2. What advice would you give another student about to undertake placement at this same work site?

3. Please give any suggestions you may have for improving the PEP experience for students:

3. Would you like the PEP Coordinator to contact you in relation to any issues raised in this survey?

YES

NO

Thank you for completing this survey, we greatly value your feedback!

* to be returned to the PEP Coordinator with your logbook and reflection diary – i.e. within 5 working days of the completion of your placement