



# Common Placement Assessment Form

Guidance  
Document

## **Common Placement Assessment Form (CPAF)**

This is an assessment form for physiotherapy practice education that is currently being used by most of the physiotherapy programmes in the UK. There are 3 parts in the CPAF: Learning Agreement, Professional Behaviours and Responsibilities and Learning Domains.

### **1. The Learning Agreement**

The learning agreement can be used to facilitate a two-way discussion between the learner and educator to get to know each other at the start of the placement and shape the learning experience. There are three sections:

#### **1.1 Factors that may impact on learning**

This section is a safe space for a learner to share ANY thoughts with their educator that might affect their experience on placement.

#### **1.2 SWOC analysis**

Learners can use this tool to reflect on individual strengths and weaknesses whilst considering opportunities and challenges during the placement. This helps develop self-awareness, which is an important factor in self-development and an essential skill during any practice education.

#### **1.3 Personal Development Plan**

This allows a learner to shape their learning and seek new experiences by setting learning aims and exploring available opportunities and resources with educator.

## 2. Professional Behaviours and Responsibilities

7 key aspects of professionalism will be assessed. The learner must demonstrate that they:

- Practices safely and effectively
- Promotes and protects the interests of others
- Assesses risks accurately
- Reports reliably
- Respects confidentiality
- Complies with standards of dress
- Is punctual and has good time keeping

Failure in any one of these areas can result in an immediate failure and withdrawal from placement.

### 3. Learning Domains

There are ten learning domains that are assessed.

**LD 1 Independent learning:** ability to identify learning needs, identifies and uses learning resources, and reflection and action in learning in practice.

**LD 2 Seeking, reflecting on and responding to feedback:** How feedback is sought, taken on board and reflected upon resulting in changes in practice.

**LD 3 Organisation and Prioritisation:** Prioritises workload and modifies behaviours accordingly and evaluates impact from their actions.

**LD 4 Communication:** Uses and modifies a wide range of appropriate communication skills and styles to both share and receive information and professionally engage with digital information and technology as appropriate.

**LD 5 Working with others:** Understands and respects the role and scope of themselves and others and build effective and collaborative relationships, engaging with others and working as a team. Is able identify and apply leadership skills in the practice environment.

**LD 6 Individuals, communities, and populations:** Recognises the impact of culture, equality, equity and diversity on practice and practises in an anti-discriminatory and inclusive manner. Identifies and understands the impact of health inequalities, promoting health and wellbeing of themselves and others.

**LD 7 Gathering and analysing information:** Extracts relevant information from a range of sources and analyses gathered information, drawing reasoned conclusions to identify key issues. Develops goals and/or objectives to address identified issues.

**LD 8 Evidence based practice:** Sources research / evidence to inform effective practice, evaluate and apply research/ evidence in practice. Reflects on the application of evidence-based practice.

**LD 9 Reasoning and intervention:** Reasons appropriate interventions and safely applies interventions appropriate to the needs of the setting and/or person. Monitors and reviews the ongoing effectiveness of interventions and modify if appropriate.

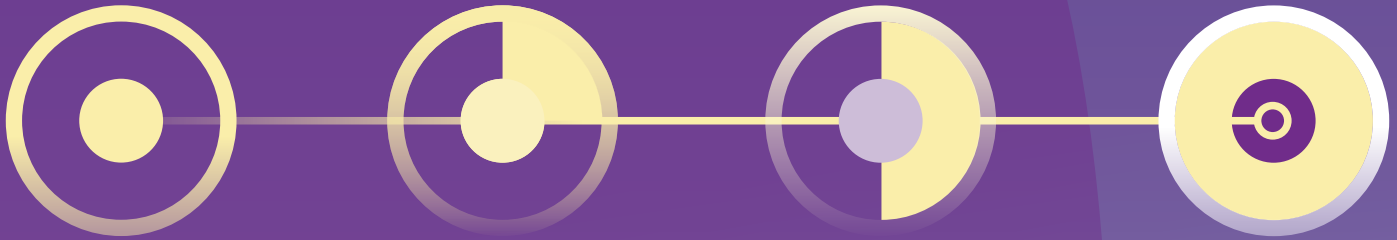
**LD 10 Recording information:** Identifies and structures to record relevant information, demonstrates evidence of reasoning and selects a wide range of approaches and formats to record information.

## 4. Passing the placement

- Must be marked at the correct level (CPAF Level 4, 5 or 6 and Scottish 8, 9, and 10).
- Learners are given a mid-way mark (mid-way feedback meeting)
- The final mark will be out of 100% with pass mark set by each HEI.
- All Learning Domains must be passed.
- Failure in 'Professional Behaviours and Responsibilities' will override 'Learning Domains' and cause the learner to fail



## 5. Placement Timeline



### Pre - placement

Learner

#### Learner prepares learning agreement

Factors that may impact on learning, SWOC analysis and consider personal development plan

### Start of placement

Practice Educator & Learner

#### Placement details page

Learner

#### Learning agreement

Complete learning agreement following discussion and agreement with practice educator

### Half way

Practice Educator & Learner

#### Halfway assessment

1. Professional Behaviours and Responsibilities
2. Learning Domains

Review Learning Agreement

### End of placement

Practice Educator & Learner

#### End of placement assessment

1. Professional Behaviours and Responsibilities
2. Learning Domains

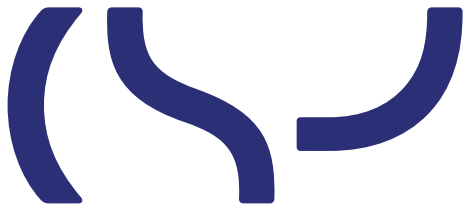
Review Learning Agreement

Practice Educator

#### Final Assessment Comments

# Learning agreement applicable on every day on placement

If **ANY concerns** at **ANY time** throughout the placement, please refer to the university immediately and if applicable, your organisational policy for failing students.



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