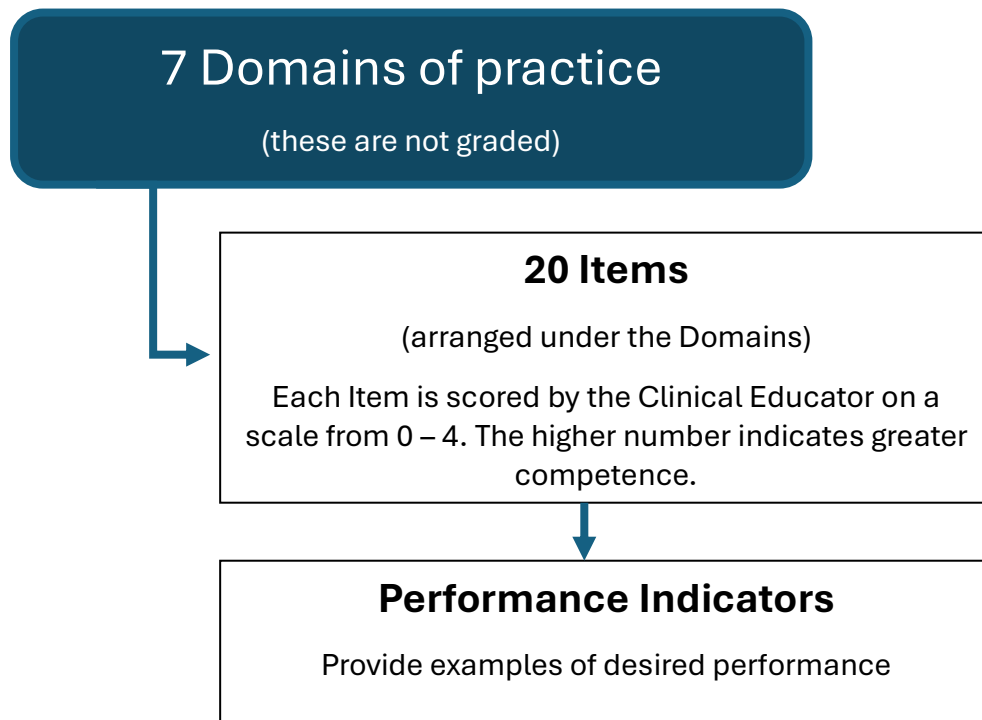


The APP

Assessment of Physiotherapy Practice

Summary of the Assessment of Physiotherapy Practice (APP)



Performance Standards – entry level / minimum competence (end of placement) expectations:

- Students should be judged on each item against the minimum attributes required for beginner-level physiotherapy practice and registration.

Performance Indicators:

- Each of the 20 items includes examples of desirable performance.
- Performance indicators are not a check list, prescriptive, nor graded. They are equally not exhaustive (you may establish different examples for how students can demonstrate an item in a way that is relevant to your area of practice).
- They represent observable behaviours that demonstrate competency. Their main purpose is to guide educators with language to use to shape student performance targets.
- While not perfect, the examples help educators provide clear, conceptual evidenced feedback. They can support evidence-based feedback to help students understand how to improve

Scoring the 20 Items:

- **Score 0–1:** Performance not yet adequate. A score of 0 requires notification to CCL/University/Clinical Lead.
- **Score 2:** Meets entry-level expectations (most indicators at an **adequate** level).
- **Score 3:** Above minimum standard (most indicators at a **good** level).
- **Score 4:** Well above entry-level; **excellent** performance (most indicators at an **excellent** level).

- **Not Assessed:** Only used when the student hasn't had the opportunity to demonstrate the item.

Global Rating Score (GRS):

- Only rated at the end placement assessment.
- Provides an overall evaluation of student performance.
- Allows educators to consider all aspects of practice alongside the individual items.

Feedback using the APP (MID-way and END of placement)

Mid-way - Formative feedback:

- Formative assessment aims to improve student learning by identifying strengths and areas for improvement, accompanied by strategies for development.
- Student engagement in assessment is key to becoming reflective practitioners. Students are encouraged to self-assess at mid-way and end of placement using the APP and compare with educator feedback.
- The standards for rating student performance at **mid-way and end** evaluation should **remain the same** i.e. mid-way feedback must reflect progress toward end-of-placement expectations (not against how you would expect a student to be performing at mid-way).

Mid-Way Assessment Alert

Rating	Action Required	Purpose
0	Immediate notification to CCL and/or University clinical contact	To support both educators and students in identifying and implementing targeted improvement strategies
Not assessed	Review performance indicators. Use as a prompt to find opportunities and observe students.	Providing learning opportunities

End of placement - Summative Assessment of Performance

Summative assessment reflects the student's achievement at the end of placement and contributes to their academic record.

- **Base final scores** on student's overall typical performance for each item during the final 1-2 weeks.
- **Use multiple examples** to support feedback, avoid judgement on a single incident.
- **Rate actual performance**, no obligation to increase scores from mid-way.
- **Justify scoring** with examples.
- **Collaborate early (i.e. before the final 2-weeks) if a student is at risk of not passing. Contact relevant University staff/Clinical Lead.**

Challenges in assessment:

Common scoring biases to avoid:

Bias	Description	How to Minimise
Rater Bias	Personal biases can affect judgment.	Be self-aware of own biases and reflect on these.
Halo Effect	Overall positive impression influences ratings.	Assess each item independently and objectively.
Devil Effect	Negative traits affect multiple scores.	Suppress general impressions; focus on observed behaviour and demonstrated skills.
Leniency	Avoiding low scores to preserve rapport.	Provide honest, constructive feedback with examples to support score and provide suggestions for future improvement.
Anchoring	Overreliance on early or isolated incidents.	Base scoring on performance in the final 1–2 weeks.

Assessment beliefs: Reflect on whether any of these beliefs influence your scoring:

- **“I mark hard at mid-way to allow room for improvement.”**
→ Mid-way scores should reflect actual performance, not strategy.
- **“Early placement students can’t score a 4.”**
→ Score based on observed performance, not placement stage.
- **“I don’t give 4s—they’d be as good as me.”**
→ Ratings reflect student competence at new-grad level, not comparison to educator.
- **“Scores should always improve by end of placement.”**
→ Rate based on actual performance, not assumed progression.
- **“I didn’t assess all items, so I’ll give 2s to be fair.”**
→ Only score items you’ve observed; otherwise, mark as “Not Assessed.”
- **“We’re a tertiary hospital (or post-grad area of practice), so we mark harder.”**
→ Apply consistent standards across all settings.

Quick guide to scoring the APP

Scoring	0 or 1 = Not adequate	2 = Adequate	3 = Good	4 = Excellent
<p>End placement:</p> <p>Minimum competence / entry level standard expectations</p>	<p>0 = far from reaching entry-level standard.</p> <p>1 = not yet at entry-level standard.</p>	<ul style="list-style-type: none"> acceptably manage a variety of patients with non-complex needs identify the patient/client's major problems establish major goals prioritise goals select appropriate treatment complete treatment safely and effectively within a reasonable time frame demonstrate an awareness of limitations and where to seek assistance. 	<ul style="list-style-type: none"> Between adequate and excellent. 	<ul style="list-style-type: none"> the ability to work relatively independently, thoroughly and sensitively. fluid, efficient and sensitive handling skills flexibility and adaptability competent linking of theory and practice appropriate reflection and insight cogent and concise arguments for clinical decisions excellent/effective time management skills
<p>Each of the 20 items</p>	<p>Competence in performance is not yet adequate (i.e. not yet at entry level/beginning standard).</p>	<p>The minimum performance you would consider necessary to achieve an adequate entry level/beginning standard i.e. with respect to the item, the student does just enough to be considered entry level standard.</p>	<p>The student has demonstrated performance of the item in a way that leaves no doubt that they are at entry level/beginning standard</p>	<p>The student has demonstrated performance of the item in a superior/excellent way. A student does not have to demonstrate all performance indicators to achieve a score of 4 on that item.</p>
<p>Global rating score (GRS)</p>	<p>The student's performance overall was not adequate that is, was not at the expected minimum entry level / beginning physiotherapist standard.</p>	<p>Students who score 2's for most items will be performing at the minimum entry level standard.</p>	<p>Students who score 3's for most items will be on a path between minimal acceptable and excellent. They will be performing above minimum entry level standards.</p>	<p>Students who score 4's for most items will be performing at an excellent entry level standard and is likely to demonstrate consistent performance at a superior level.</p>