CPAF
How to...
Assess
the Learning Domains Section

CPAF Learning Domains Assessment Explained

There are 3 key elements to the assessment of this part of CPAF;

1 Learners MUST pass all 10 learning domains.

2 Each learning domain contains 3 learning outcomes – The learner MUST pass a minimum of 2 learning outcomes within that domain.

and

3 The learner MUST NOT fail 4 or more learning outcomes across ALL 10 domains.

Let's now explain this in more detail. Within this section, there are 3 'themes of practice'.

Personal Development

Interpersonal Skills

Decision Making & Implementation

Within each theme of practice there are 3 or 4 'learning domains'.

Personal Development

1. Independent learning

2. Seeking, reflecting on and responding to feedback

3. Organisation and prioritisation

Interpersonal Skills

4. Communication

5. Working with others

6. Individuals, communities and populations

Decision Making & Implementation

7. Gathering and analysing information

8. Evidence based practice

9. Reasoning and intervention

10. Recording information

For each learning domain, there are 3 learning outcomes.

Theme of practice	Learning domain	Learning outcome
Personal Development	**1. Independent learning**	Ability to identify personal learning needs and engage in a personalised development plan
		Ability to identify and use a variety of appropriate learning and development resources
		Ability to reflect on the learning process, resulting in suitable changes to practice
	2. Seeking, reflecting on and responding to feedback	Ability to appropriately seek feedback
		Ability to accept and reflect on feedback received
		Ability to modify personal and professional behaviour as needed in response to feedback received
	3. Organisation and prioritisation	Ability to plan, organise and prioritise workload using appropriate available resources
		Ability to modify behaviour and actions in response to the demands of the situation, service and/or environment
		Ability to acknowledge and evaluate the impact of their actions on themselves and others

Ability to plan, organise and prioritise workload using appropriate available resources

Theme of practice	Learning domain	Learning outcome
Interpersonal Skills	**4. Communication**	Ability to effectively use a wide range of appropriate communication skills (verbal, non-verbal, written and listening) to both share and receive information
		Ability to modify communication styles to meet the needs of different people
		Ability to professionally engage with digital information and technology as appropriate
	5. Working with others	Ability to understand and respect the role and scope of themselves and others
		Ability to build effective and collaborative relationships, engaging with others and working as a team
		Ability to identify and apply leadership skills into the practice environment
	6. Individuals, communities and populations	Ability to demonstrate an awareness of the wider determinants of population health
		Ability to identify and understand the impact of health inequalities within the placement setting
		Ability to promote a sense of inclusion and belonging, demonstrating anti-discriminatory behaviour and acting as an advocate for others

Ability to modify communication styles to meet the needs of different people

Theme of practice	Learning domain	Learning outcome
Decision Making & Implementation	**7. Gathering and analysing information**	Ability to extract relevant information from a range of sources
		Ability to analyse gathered information, drawing reasoned conclusions to identify key issues
		Ability to develop goals and/or objectives to address identified issues
	8. Evidence based practice	Ability to source research/evidence to inform effective physiotherapy practice
		Ability to evaluate and apply research/evidence in practice
		Ability to reflect on the application
	9. Reasoning and intervention	Ability to reason appropriate interventions to the needs of the setting and/or person
		Ability to (safely)apply interventions appropriate to the needs of the setting and/or person
		Ability to monitor and review the ongoing effectiveness of interventions and modify if appropriate
	10. Recording information	Ability to identify and structure relevant information to record, demonstrating evidence of reasoning
		Considering its purpose, is able to appropriately select and use a wide range of approaches and formats to record information
		Ability to modify the approach and/or technique to record information

Ability to appropriately seek feedback

Let's go back to the first rule, learners MUST pass all 10 learning domains to pass this part of CPAF.

Personal Development

1. Independent learning ✓
2. Seeking, reflecting on and responding to feedback ✓
3. Organisation and prioritisation ✓

Interpersonal Skills

4. Communication ✓
5. Working with others ✓
6. Individuals, communities and populations ✓

Decision Making & Implementation

7. Gathering and analysing information ✓
8. Evidence based practice ✓
9. Reasoning and intervention ✓
10. Recording information ✓

The 2nd rule - To be able to pass a learning domain, a learner must pass a minimum of 2 learning outcomes within that domain. This is demonstrated below

To be able to pass a learning domain, a learner must pass a minimum of 2 learning outcomes within that domain as demonstrated below.

1. Independent learning ✔	Ability to identify personal learning needs and engage in a personalised development plan ✔
	Ability to identify and use a variety of appropriate learning and development resources ✔
	Ability to reflect on the learning process, resulting in suitable changes to practice ✔

1. Independent learning ✔	Ability to identify personal learning needs and engage in a personalised development plan ✔
	Ability to identify and use a variety of appropriate learning and development resources ✔
	Ability to reflect on the learning process, resulting in suitable changes to practice ✘

If a learner fails 2 or more learning outcomes within a learning domain, they will fail that learning domain and this part of CPAF.

1. Independent learning ✘	Ability to identify personal learning needs and engage in a personalised development plan ✔
	Ability to identify and use a variety of appropriate learning and development resources ✘
	Ability to reflect on the learning process, resulting in suitable changes to practice ✘

It is possible to fail a maximum of 3 learning outcomes across 3 different learning domains and pass the placement.

An example of this is illustrated below;

Theme of practice	Learning domain	Learning outcome	
Personal Development			✓
			✓
			✓
			✓
			✓
			✓
			✓
			✗
			✓
Interpersonal Skills			✓
			✓
			✗
			✓
			✓
			✓
			✓
			✓
Decision Making & Implementation			✓
			✓
			✓
			✓
			✓
			✓
			✓
			✗
			✓
			✓
			✓

Learning domains ✓

However, if they fail 4 or more learning outcomes across all 10 domains, they will not pass this part of CPAF and fail the placement.

With an example om the same page such as;

Theme of practice	Learning domain	Learning outcome	
Personal Development			✓
			✓
			✓
			✓
			✓
			✓
			✓
			✗
			✓
Interpersonal Skills			✓
			✓
			✗
			✓
			✓
			✗
			✓
			✓
			✓
Decision Making & Implementation			✓
			✓
			✓
			✓
			✓
			✓
			✓
			✗
			✓
			✓

Learning domains ✗

Frequently Asked Questions

When is written feedback provided?

After each group of learning domains (personal development, interpersonal skills, decision making and implementation), there is space for written feedback by both the practice educator(s) and learner. At the halfway point, please complete the 'action plan' to allow any steps to be put in place within the second half of the placement.

What if a learner is awarded a 'fail' mark at the halfway assessment?

The learning domains indicate the students achievement by the end of the placement, usually within their final week. This means that they may not all be met by the halfway point, either by opportunity or performance. If this is the case, practice educator(s) and learner should work together to ensure the action plan for the second half of the placement clearly details the steps that will be put in place to support achievement.

What if a learner is not on track to achieve a pass by the end of placement assessment?

If you feel that a learner is at risk of failing this section by the end of placement point, this MUST be flagged with both the students and the university link tutor at the earliest possible opportunity.

What if I feel the learning domain is not achievable in my placement setting?

The learning domains are applicable in a diverse range of placement settings; in person and remote as well as non-patient facing areas of practice. For examples of how they may be demonstrated in different areas with different models of supervision, please refer to the CPAF Guidance Documents. Please seek guidance from the HEI if you deem any of the domains unachievable in your practice environment.

Should practice educators provide a specific % or grade boundary for each learning domain?

Please seek university guidance regarding this.

Is each learning outcome within a domain equally weighted?

Practice educators are encouraged to make a professional judgement here, using their knowledge of the setting and sector. If it is felt that one learning outcome should be weighted higher in their setting this is possible and should be considered in the overall assessment for that specific learning domain.

How is a final award calculated for the learning domains?

For the end of placement assessment, the practice educator(s) will award the appropriate percentage/grade boundary for each learning domain. The final numerical mark should be an overall mark that represents the learner's performance on placement.