**APP FAQ's**

Below are a list of frequently asked questions and answers about the APP

**Question**
When should I score an item using a ‘2’?

**Answer**
When the student has demonstrated performance of the item that is the minimum performance that you would consider necessary to achieve an adequate beginning standard i.e. with respect to this item, the student does just enough to be considered entry level standard.

**Question**
When should I score an item using a ‘3’?

**Answer**
When the student has demonstrated performance of the item in a way that leaves no doubt that they are at entry level standard i.e. with respect to this item.

**Question**
When should I score an item using a ‘4’?

**Answer**
When the student has demonstrated an excellent performance in relation to an item. This performance would be superior to that of a student scoring a 2 for the same item.

**Question**
How is the APP scored?

**Answer**
The APP has a maximum raw score of 80. Individual universities may apply additional hurdle requirements on certain items, and may have different weightings for the APP component of a clinical unit/subject result.

**Question**
How do I assess a student if they don't demonstrate one of the performances described in the examples of performance indicators provided?

**Answer**
The list of performance indicators are not meant to be exhaustive, nor are they meant to be a checklist. They are meant to provide a representative range of examples and demonstrate the principle that feedback to students needs to describe the behaviour that the student needs to demonstrate in order to achieve a higher grade.

**Question**
Should I rate the student on each performance indicator?

**Answer**
No. The student is rated on each of the 20 items on the APP. The performance indicators provide examples of observable behaviours that indicate competency for
The educator may use these and other relevant examples to provide feedback to students on the behaviours they are looking for as evidence of competence on a particular item.

**Question**
The student was not happy with a 2 and complained. What should I say?

**Answer**
Describe to the student the behaviours they would need to demonstrate in order for you to feel comfortable about their abilities and award them a 3, or delighted with their abilities and award them a 4. Students need to be clear about why you think their behaviours demonstrate the minimal acceptable performance level. The aim of feedback is to encourage students to become the best practitioners they can be. Provide the student with specific examples to illustrate behaviours that would achieve a higher grade.

**Question**
If a student scores 1's and 2's will they fail the unit?

**Answer**
They may or they may not. When a student first begins clinical practice experience, it can be very hard for them to demonstrate even minimally acceptable performance with respect to expected entry level standards. Universities have the option to standardise grades and may exercise this option for the first clinical rotation(s). It is very important that students are given explicit advice regarding the behaviours that they would need to demonstrate to achieve a pass or better.

**Question**
I have a student who has been outstanding. Can I give them a 4?

**Answer**
Certainly! Raters have a tendency to avoid scale extremes, however, it is very important to use the entire score range. Students should be given the worst or best scores if that is the most appropriate rating. All students should be told what it is they need to do to score a 4 and they should aim for excellence. It is important that educators remember that the student is aiming for day 1 new graduate excellence, not the excellence that you would expect after some time in practice.

**Question**
Is the student judged against a beginning (entry-level) practitioner or their expected ability for their stage of the course?

**Answer**
Some programs have traditionally used entry-level competencies as the benchmark against which to judge student performance, while others have used the performance that would be expected at the particular stage of the course. For consistent use of the APP across programs, the student should be judged on each item against the minimum target attributes required to achieve beginner’s (entry-level) standard and register to practice.
**Question**
What do you mean by 1 = “Demonstrates few performance indicators to an adequate standard”?

**Answer**
A score of 1 indicates that the student has not reached the minimal acceptable standard for that item. It is very important that students who do not achieve the minimal acceptable standard are provided with very clear examples of the behaviours that they need to demonstrate in order to achieve this. Some performance indicators are provided to assist educators to give appropriate feedback and direction. Many relevant performance indicators have not been listed. For example, ‘does not take calls on mobile phone while assessing a patient’ is not listed as a performance indicator, but it could clearly be raised by an educator who chose to mark a student below 2 for professional behaviour. Educators and students should collaborate to ensure that performance targets and strategies to achieve the required improvement are clear.

**Question**
What is a fair definition of a minimum entry level standard?

**Answer**
In overall terms a student who scores a 2 for most items is performing at the minimum entry level standard and they are likely to be able to:
- acceptably manage a variety of patients with non-complex needs
- identify the patient/client’s major problems
- establish major goals
- complete treatment safely and effectively within a reasonable time frame
- demonstrate an awareness of limitations and where to seek assistance.

**Question**
What is a fair definition of an excellent entry level standard?

**Answer**
In overall terms a student who scores a 4 for most items is performing at an excellent entry level standard and is likely to demonstrate all performances expected for minimum entry level standard and also demonstrate:
- 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 time management

Students who score 3’s for most items will be on a path between minimal acceptable and excellent entry level performance.
**Question**
Time management is an important attribute for a graduate. Where is it rated on the APP?

**Answer**
Time management is not listed as a separate item as it is an important component of several of the aspects of practice. You will observe in the performance indicators that time management is assessed under the following items 2, 7, 9, and 14.

**Question**
How do I assess Item 19 – Applies evidence based practice in patient care, during a clinical unit?

**Answer**
Perusal of the performance indicators for EBP shows that if the student is applying EBP to patient care they are considering not only available current research evidence but also patient/client preferences, expertise of clinicians and available resources in deciding on the best management plan for their patient/client. This item also means that the student shows the ability to seek out any information relevant to the care of their patients. The student should access “pre-appraised” research evidence – ie clinical practice guidelines and systematic reviews. Students should make use of available online databases to locate relevant “pre-appraised” evidence (eg Cochrane, Clinical Evidence, PEDro). It does not mean that the student has to do a literature review whilst on clinical placement, however if time is allocated to the student during the placement to search the literature on a particular topic, this is appropriate and would be assessed under this item. Involvement of the student in quality assurance activities during placement would also enable assessment under of this item.