



UCL Institute of Ophthalmology

Enhanced Clinical Practice

**Workplace Based Learning and Assessment
handbook**

2023/24

Contents

Click on the hyperlinks below to go to the relevant section in the document

1	Introduction	p.2
2	Requirements to undertake Enhanced Clinical Practice route	p.2
3	What do you need to complete?	p.3
4	Where can you find the curriculum?	p.6
5	MyPortfolio	p.7
6	Who organises/oversees WBAs?	p.8
7	The role of the Education Supervisor	p.8
8	The role of the Clinical Supervisor	p.9
9	Who can assess WBAs?	p.9
10	When should I start doing WBAs?	p.9
11	When do WBAs need to be completed by?	p.10
12	Workplace-Based Assessment (WBA) final review/gateway assessment	p.10
13	Timelines/deadlines	p.10
14	APPENDIX 1: Sharing MyPortfolio with non-UCL people guide	p.11
15	APPENDIX 2: Enhanced Clinical Practice Workplace Based Assessment (WBA) Gateway Assessment and Final Sign off Form	p.13

Introduction

This guide is for students on the Enhanced Clinical Practice in Ophthalmology Apprenticeship and the PG Cert Optometry and Ophthalmology Enhanced Clinical Practice route courses.

To help students develop their clinical practice in the workplace, a curriculum of workplace-based learning and assessment has been developed for the clinical modules; Glaucoma, Medical Retina, Ocular Emergencies and Cataract modules at both Fundamental and Specialist level where applicable. This is in order for you to gain the necessary work-place skills to assess and manage patients at an Enhanced Practice level. Your work-place learning and assessment is supplemented by your theoretical learning on your modules and if possible should be done hand in hand with the relevant UCL clinical module and in appropriate workplace clinics.

The workplace learning and assessment is carried out in your workplace alongside the academic components of the course. It should be supported by your clinical and educational supervisors in your workplace. The university (UCL) supplies the curriculum for students to follow.

If you are an apprentice, these can be used to map your off-the-job training to the Knowledge, Skills and Behaviours (KSBs) in the Enhanced Clinical Practitioner apprenticeship standard where appropriate.

The workplace learning curriculum includes workplace-based assessments, case-based discussions and a log of patients cases (clinical episodes) that you have seen.

Requirements to undertake Enhanced Clinical Practice route

To undertake an Enhanced Clinical Practice route, students must be supported by a local Education Supervisor to monitor, plan and review their workplace-based learning and have the relevant opportunities to complete the work eg. access to clinics in place before they start the course. These must be arranged by the student – the university will not help students find Educational Supervisors or placement opportunities. If you are unable to access the required support or opportunities, you will not be able to take Enhanced Clinical Practice route and would need to complete the standard non-apprenticeship Optometry and Ophthalmology PG Cert route that covers the academic component only.

Completion of both the Workplace-Based Assessment curriculum and the academic components of the course is essential in order for a student to qualify for an Enhanced Clinical Practice award. Apprenticeship students will not be allowed to pass through the End Point Assessment gateway to sit their final End Point Assessment unless their workplace-based assessments are fully signed off. PG Cert Optometry and Ophthalmology (Enhanced Clinical Practice) students will not be presented for their final ECP award until confirmation has been received that they are fully signed off.

What do you need to complete?

You are required to complete **all** the competencies for the Advanced Practice in Cataract, Fundamental Glaucoma, Fundamental Medical Retina and Fundamental Ocular Emergencies modules. This is still the case if you RPL credits for any of those modules.

For the purposes of the PG Cert programme, the university requirements are that you complete **ONE** of each competency, at the highlighted level in the competency spreadsheet. This is usually set at OPT (Ophthalmic Practitioner Training) level 3, but sometimes OPT level 2. You should be competent in the preceding OPT levels before undertaking your competency.

If you wish to achieve the Ophthalmic Practitioner Training *Professional Qualification* and certification via the RCOphth (Royal College of Ophthalmologists), you are required to do **TWO** sign-offs for each competency at **ALL** levels. In addition, you must register with the RCOphth before starting and you must also inform your OPT regional lead.

If you wish to pursue the OPT professional qualification, it is best to decide this before you start your work-based learning and assessment so that you do not need to go back and repeat sign offs.

You can also use the work-based learning and assessments to fulfil the requirements of the College Of Optometrists Professional Higher Qualifications (COOHQ) should you wish to pursue these. In addition to the competency sign offs required for the ECP PG Cert, you will need to log more patients and carry out additional case-based discussions.

The amount of evidence required for each module can found in the tables below.

Logbooks

You are required to keep a logbook of patient episodes for each module. The format of each logbook should be as follows:

Field	Example content
Patient ID	123456
Diagnosis	CMO
Description (In one or two bullet points)	eg post op patient with reduced vision
Management (in one or two bullet points)	eg OCT and Acular
Follow up interval	6-8 weeks

You should only use patients in your logbook that you have managed the whole patient episode (under supervision).

Cataract

OPHT0047 Advanced Practice in Cataract	PG Cert	PG Cert + OPT
Clinical Encounters	100	100
Case Based Discussion - pre-op patients to include two with complex needs	4	4
Case Based Discussion - post-op complications	2	2
Case Based Discussion - refractive planning cases	2	2
Case Based Discussion - biometry case discussions	2	2
Case Based Discussion - IOL selection including one toric case	2	2
Log book for patient episodes	1	1
Evidence for Cataract competencies (highlighted by blue box)	1	2

Glaucoma

OPHT0087 Fundamental Glaucoma	PG Cert	PG Cert + COOHQ	PG Cert + OPT
Clinical Encounters (inc. 50 gonioscopy procedures)	100	150	100
Case Based Discussion - Differential Diagnosis of glaucoma	1	1	1
Case Based Discussion - case with glaucomatous visual fields	1	1	1
Case Based Discussion - case with high intra-ocular pressures	1	1	1
Case Based Discussion - case with suspicious discs	1	1	1
Case Based Discussion - diagnosis and treatment of ocular hypertension	2	2	2
Case Based Discussion - conversion of ocular hypertension to chronic open angle glaucoma	2	2	2
Case Based Discussion - management of stable COAG	2	2	2
Case Based Discussion - management of unstable COAG including one referral	2	2	2
Logbook for patient episodes	1	1	1
Logbook for Gonioscopy episodes	1	1	1
Evidence for Fundamental Glaucoma competencies (highlighted by blue box)	1	1	2

Medical Retina

OPHT0048 Fundamental Medical Retina	PG Cert	PG Cert + COOHQ	PG Cert + OPT
Clinical Encounters	100	100	100
Case Based Discussion - case of diabetes - CMO	2	2	2
Case Based Discussion - case of diabetes - DR	2	2	2
Case Based Discussion - case with wet AMD	2	2	2
Case Based Discussion - case with dry AMD	2	2	2
Case Based Discussion - case with BRVO/CRVO	2	2	2
Logbook for patient episodes	1	1	1
Evidence for Fundamental Medical Retina competencies (highlighted by blue box)	1	1	2

Ocular Emergencies

OPHT0088 Fundamental Ocular Emergencies	PG Cert	PG Cert + OPT
Clinical Encounters	100	100
Case Based Discussion - case of an acute ocular presentation resulting from an underlying systemic condition/drug	1	1
Case Based Discussion - case that has included an cranial nerve assessment	1	1
Case Based Discussion - case that has included an adnexal assessment	1	1
Case Based Discussion - cases of either corneal foreign body or corneal abrasion (can not be the same)	2	2
Case Based Discussion - cases with acute vitreo-retinal presentations (can not be the same condition for both cases, i.e posterior vitreous detachment, retinal tear, retinal detachment, etc)	2	2
Case Based Discussion - case of corneal ulcer	1	1
Case Based Discussion - case of anterior uveitis	1	1
Case Based Discussion - case of acute medical retinal disease i.e retinal vein/artery occlusions, wet macular degeneration, etc	1	1
Case Based Discussion - case of acute ocular trauma - either chemical, penetrating or blunt	1	1
Case Based Discussion - case of acute optic nerve disease - i.e optic neuritis, swollen disc, arteritic/non-arteritic optic neuropathy, etc	1	1
Logbook for patient episodes	1	1
Evidence for Fundamental Ocular Emergencies competencies (highlighted by blue box)	1	2

Where can you find the curriculum?

The workplace-based curriculum, competencies and the relevant assessment forms are found in spreadsheets and are available for you to download from the Workplace Based Learning Curriculum section of the [Optometry and Ophthalmology Hub page of Moodle](#). They are in the format of a spreadsheet. It is important you take time to familiarise yourself with these. Completed forms and curriculums should be uploaded in your e-portfolio.

There are 2 tabs on each Spreadsheet:

Tab1: Please read this carefully as it contains guidance on how to fill out the WBA's. The first tab includes instructions and explains how the competencies can be utilised towards other professional qualifications as well. Not all these may apply to you but it does save you having to repeat learning to get these qualifications or know what extra needs to be done to achieve them. Tab 1 also goes through the patient encounters and the log of what information is required to be kept about each clinical episode. The number of case-based discussions and types of cases is also outlined here.

Tab2: This outlines all the competencies for a speciality. This tab includes competencies with links to the sign off forms. The competencies have been carefully aligned to your academic module and should be carried out alongside your module.

The sections required to be completed for a module are highlighted in blue cells to the right-hand side of the competencies. In the image below, you can see some of the competencies which need to be done for Fundamental and Specialist Medical Retina. For assessment P14 Angiography, OPT level 2 sign-off needs to be done for Fundamental Medical Retina and OPT level 3 needs to be signed off for Specialist Medical Retina. It should be noted that one patient episode can be used for multiple workplace-based assessments. For example 'Conduct a consultation' and 'Assess Vision', can be done with the same patient episode. The same patient episode can also be used for a Case Based Discussion if it is one of the listed conditions on Tab 1.

OPT curriculum Medical Retina		Please use WBA templates which can be found as links in the column shaded in green for your sign offs. If you want the competency sign offs to count towards the OPT, please register with the RCOphth by contacting your regional OPT lead. Your education supervisor should help you with this. The requirements for the College of Optometrists placements are detailed in the first tab of this spreadsheet.				Fundamental Medical Retina	Specialist Medical Retina
CA17	Angles			<ul style="list-style-type: none"> Perform gonioscopy. Record, understand and interpret the results. Know the urgency with which further management should be undertaken. 	WBA template CRS CA17		
P13	Retinal imaging	<ul style="list-style-type: none"> Know the investigations that can be used to image the retina. Care for the equipment and know how to prevent cross infection. Calibrate the equipment and record the findings. Take consent for the investigation using an appropriate method. Perform the investigation safely using a variety of techniques and in a range of situations. Understand the various settings on the device and select the appropriate ones to use. Recognise errors in the results, their sources, how to correct them, and when the test needs to be repeated. Record the results accurately. 	<ul style="list-style-type: none"> Know the indications for the investigations that can be used to image the retina. Explain the benefits and limitations of a variety of techniques. Select the most appropriate technique. Recognise when further investigations may be required, and which to request or perform. 	<ul style="list-style-type: none"> Interpret, explain and act on the results of the investigations that can be used to image the retina. Understand how the results may impact on or be used with the results of other investigations. Understand how results and patient satisfaction can be improved using methods such as feedback, audit and research. Teach and supervise a less experienced eye care worker to become competent in performing one technique. 	WBA template DOPS P13	Level 3 • Interpret, explain and act on the results of the investigations that can be used to image the retina. <ul style="list-style-type: none"> Understand how the results may impact on or be used with the results of other investigations. Teach and supervise a less experienced eye care worker to become competent in performing one technique. 	Level 3 • Interpret, explain and act on the results of the investigations that can be used to image the retina. <ul style="list-style-type: none"> Understand how results and patient satisfaction can be improved using methods such as feedback, audit and research. Teach and supervise a less experienced eye care worker to become competent in performing one technique.
P14	Angiography	<ul style="list-style-type: none"> Recognise the role of angiography in diagnosis and management of macular disease. Know the difference between FFA and ICGA. 	<ul style="list-style-type: none"> Know the indications for FFA and ICGA. Understand the benefits and limitations of FFA and ICGA. Select the most appropriate technique. Recognise when further investigations may be required, and which to request or perform 	<ul style="list-style-type: none"> Take consent for the investigation using an appropriate method. Interpret, explain and act on the results of the FFA and ICGA. Understand how the results may impact on or be used with the results of other investigations. 	WBA template CRS P14	OPT Level 2 only	OPT Level 3 only

MyPortfolio

Once fully enrolled, you will be able to create an e-portfolio on the university's MyPortfolio system to store your WBA's securely. The system can be accessed [here](#). A tutorial video to help apprentices set up their portfolio can be viewed [here](#).

Below are 2 screenshots of the MyPortfolio homepage once you are logged in. On the bottom right, you can see a purple arrow pointing to a folder created, called 'MR curriculum'. The image below shows the inside of the MR Curriculum folder, with uploaded assessments on the right hand side, shown by the purple arrow. NB: when you upload an individual attachment on to MyPortfolio, an option will appear 'Make Comment Public'. Please ensure you select 'Yes', so that your education supervisor can view your WBAs.

It is important to keep your portfolio well-ordered and organised. We strongly advise using a clear and consistent naming strategy when uploading your files to help you and your employer find the relevant piece of evidence eg. Medical Retina P13 DOPS 10-01-22.

The image displays two screenshots of the MyPortfolio web interface. The top screenshot shows the user's dashboard. At the top, there is a navigation bar with the MyPortfolio logo and a search bar. Below this, there are three main action buttons: 'Create' (Develop your portfolio), 'Share' (Control your privacy), and 'Engage' (Find people and join groups). The dashboard is divided into several sections: 'System Status', 'My portfolios' (containing a link to 'MR 1 Curriculum (1 page)' highlighted by a purple arrow), 'Portfolios shared with me', 'Inbox', and 'Topics I am following'. A sidebar on the right contains 'People online', 'Links and resources', and 'MyPortfolio Resource Centre'. The bottom screenshot shows the 'MR 1 Curriculum' folder. It features a 'Comments' section on the left and an 'Attachments' list on the right. A purple arrow points to the 'Attachments' list, which contains 12 files, including 'CBS CA1.pdf', 'CBS CA2.pdf', 'CBS CA4.pdf', 'CBS CA8.pdf', 'CBS CA9.pdf', 'CBS CA10.pdf', 'DOPS P13.pdf', 'CBS P14.pdf', 'DOPS PM3 Use of Drugs.pdf', 'PM6 Monitoring Progress.pdf', 'PM7 Complications.pdf', and 'CBS PM10 Visual Standards.pdf'. A note at the bottom of the attachments list states: 'The attached file(s) have been added to your comment's folder'.

Who organises/oversees WBAs?

WBA is primarily learner-led (with the learner identifying areas for observation and feedback) but it is the responsibility of the student's workplace to arrange placements (clinics) where needed in order to obtain the appropriate sign-offs and their Educational Supervisor to oversee their completion of the workplace-based assessments as a whole. Responsibility can be passed to a Clinical Supervisor specialising in a certain area if they are better placed to manage opportunities in a certain area eg. Glaucoma sign-offs overseen by a clinical supervisor in a glaucoma clinic, but overall responsibility remains with the Educational Supervisor.

The role of the Education Supervisor

Each student should have a named education supervisor in their workplace, who is responsible for overseeing their progress. The education supervisor will not necessarily hold the same professional registration as the student. The role and responsibilities of the education supervisor are as follows:

- Help the student agree their personal development plan and oversee the trainees progress against this
- Help student progress through to completion of their ECP PG Cert
- Be a point of contact between the workplace and the HEI for their student
- Represent the trust at tripartite meetings for students (apprentices only)
- Have an in-depth understanding of the enhanced practitioner's role in the specialty
- Have an understanding of the practice-based (all) and off-the-job (apprentices only) components of the students development
- Support the student with the socio-professional aspects of professional development
- Support the student to balance the competing workplace and development demands as an employed registered professional, signposting to more specialist professional or personal support when indicated
- Completed professional development which includes a focus on multi-professional supervision and practice-based education
- Guide and signpost the student to identify clinical supervisors who can support specific knowledge and skills
- Ensure access to sufficient, structured, practice-based learning opportunities to ensure the student can develop to the agreed competences and capabilities
- Ensure that competency and capability verification is conducted by a suitably authorised or approved supervisor
- Detailed job plan that provides ring fenced time for education supervision activities including regular meetings with student.

The role of the Clinical Supervisor

Clinical Supervisors are practice-based practitioners who are experienced in practice-based education and the supervision of experienced registered professionals. The students will work with a variety of clinical supervisors, each matched to support the development of specific, identified aspects of enhanced practice capability. The clinical supervisor will not necessarily hold the same professional registration as the student. A clinical supervisor will:

- Work collaboratively with the coordinating education supervisor and the developing enhanced practitioner to support a specified aspect of their development
- Have an in depth understanding of the specified competency (clinical, education, leadership/management or research) of enhanced practice
- Have an awareness of the scope of registration of the student they are supervising and an understanding of their differing professional starting points
- Have completed professional development with a focus on multi-professional supervision and practice-based education
- Give the student constructive and meaningful feedback on their performance, development and progress
- Familiarity with the PG Cert work based assessments undertaken by the student .

The HEE website hosts resources on ECP supervision that may be useful. These can be accessed [here](#)

Who can assess WBAs?

Assessors should be a more experienced member of staff working at or above Enhanced Practice level (eg. a Specialist Optometrist who is working at the CoO Diploma level), a specialist nurse or specialist orthoptist, consultant ophthalmologist, senior ophthalmic trainee with knowledge of the area/skill/technique that a student is demonstrating so they can appropriately observe, assess and ensure they are doing it properly and to provide appropriate feedback. For example, in a Glaucoma clinic, it could be a specialist doctor or specialist optometrist, specialist nurse or specialist orthoptist working at Enhanced Practice level practicing **in that area**. Or to assess eye motility, a specialist orthoptist may be most appropriate. Assessors must be from the same clinical area as the competency being assessed.

When should I start doing WBAs?

You should make your educational supervisor aware of which modules you are doing and in which order. This is so your workplace learning and assessments can be facilitated. You should aim to start doing these alongside the relevant clinical module. It is important to pace yourself with the WBA's and not leave them to the end. Some students may wish to use the first six months of the first year of the course to do additional reading and observation in clinic, before embarking upon WBA sign-offs. Observation in clinic before starting sign offs is acceptable as long as you are doing this alongside the relevant academic module to gain the most from the programme, but we would not recommend leaving any longer to start these competency sign-offs.

When do WBAs need to be completed by?

For PG Cert Optometry and Ophthalmology students, all WBAs must be complete by the time you submit your Dissertation in order for you to be awarded the PG Cert in Enhanced Clinical Practice (provided all academic components are passed). Your sign off should be completed by your Educational Supervisor and returned to ioo.pgt@ucl.ac.uk by the end of March of your final year. Students with outstanding WBAs at this point will not have their ECP award conferred until a completed sign off form has been received.

For apprenticeship students, all WBAs must be complete before the Apprenticeship Gateway assessment. This usually takes place at the beginning of March in your final year. Apprentices with outstanding WBAs at this point will not be able to pass through the gateway and will not be able to take their End Point assessment until all are complete.

Workplace-Based Assessment (WBA) final review/gateway assessment

The Workplace-Based Assessment (WBA) final review acts as confirmation that you have completed all of the WBAs you are required to complete to the appropriate standard in order to graduate. Your education supervisor needs to review and approve your portfolio before you submit it to the University.

Your education supervisor requires enough time to do this (usually one month) and the University requires one month to ratify the portfolio and raise any issues.

The process works as follows:

1. The student completes all of the relevant WBA curriculum spreadsheets and uploads them, along with their supporting evidence eg. CbDs, to their online portfolio.
2. The student sends their Educational Supervisor a link to their online portfolio by the gateway submission deadline. A copy of the link should also be submitted to the HEE funded students Workplace Based Assessments (WBA) Gateway assessment section of the [O&O hub Moodle module](#). They also download a copy of the Gateway assessment and Final Sign off form, complete the Student from Student section electronically and send it to their Educational Supervisor in **Word** format (do not PDF it!).
3. The Educational Supervisor reviews the student's portfolio against the WBA curriculum looking at whether they have appropriate evidence for each competency that shows the student has met the required level.
4. The Educational Supervisor and the student meet to discuss the student's portfolio before the Education Supervisor makes a final decision on whether they feel the student has met all of the competencies. The Educational Supervisor completes the first part of the WBA Gateway Assessment and Final Sign Off form.
5. The Educational Supervisor meets with one of the Programme Leads to discuss the Overall Assessment part of the WBA Gateway Assessment and Final Sign Off form and make an overall decision on whether the student meets all of the requirements. If not, new dates for providing outstanding evidence and review meetings are set. Depending on how much is outstanding, this may also lead to the degree award being delayed. All three parties sign the form and a copy is returned to ioo.pgt@ucl.ac.uk,

Timelines/deadlines

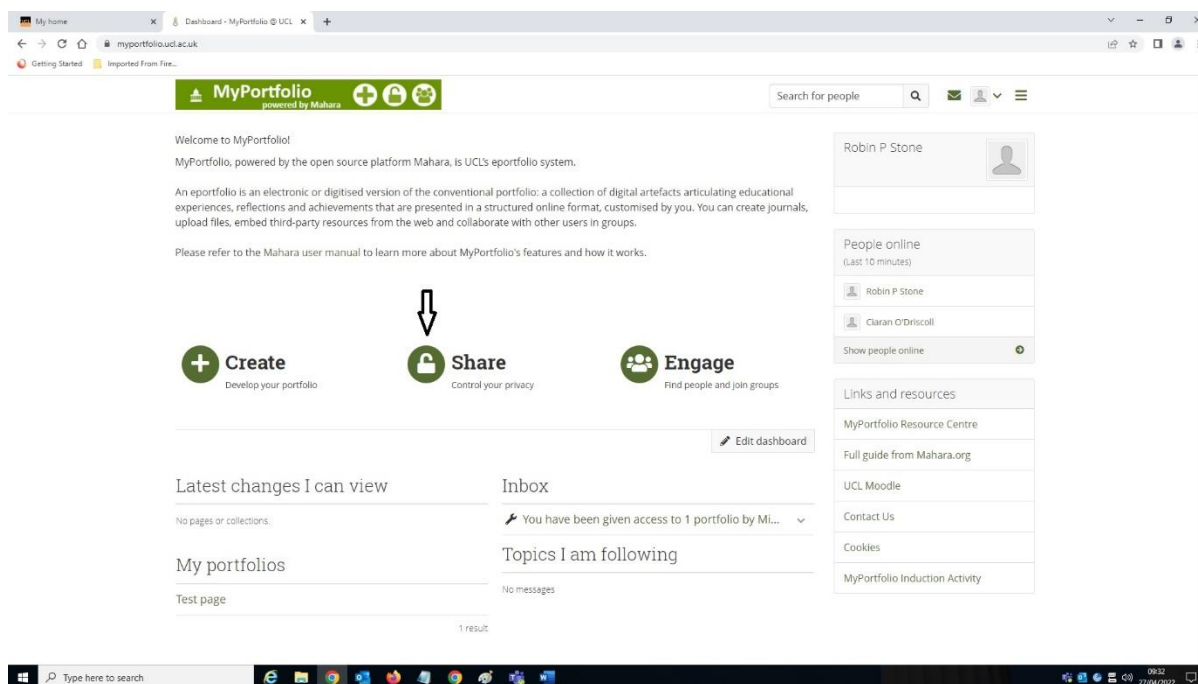
The WBA Gateway assessment portfolio submission deadline for Enhanced Clinical Practice students in their final year is the end of March. Final year Apprenticeship students should have their WBA sign off completed alongside their End Point Assessment sign off. Your Educational Supervisor will arrange an individual time to meet with you once they have had a chance to review your portfolio.

If you are unable to meet the deadline for any reason, please contact ioo.pgt@ucl.ac.uk as soon as possible.

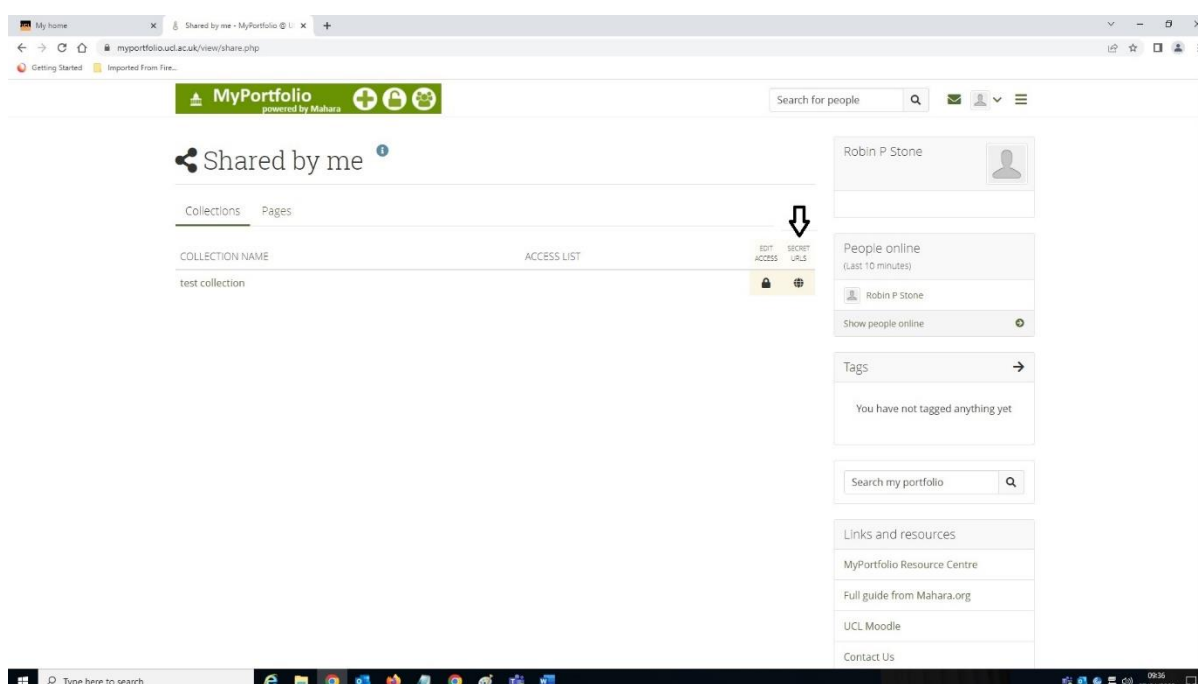
APPENDIX 1: Sharing MyPortfolio with non-UCL people guide

Ahead of your WBA Gateway assessment, your workplace Educational Supervisor will need to review the evidence in your Portfolio to make sure you have something at the appropriate standard for each of the WBA competencies you are required to complete. As they won't have a UCL MyPortfolio account, you will need to follow the process below to generate a Secret URL to allow them to access it. You will also need to submit this link to the UCL Programme team via the submission portal on Moodle.

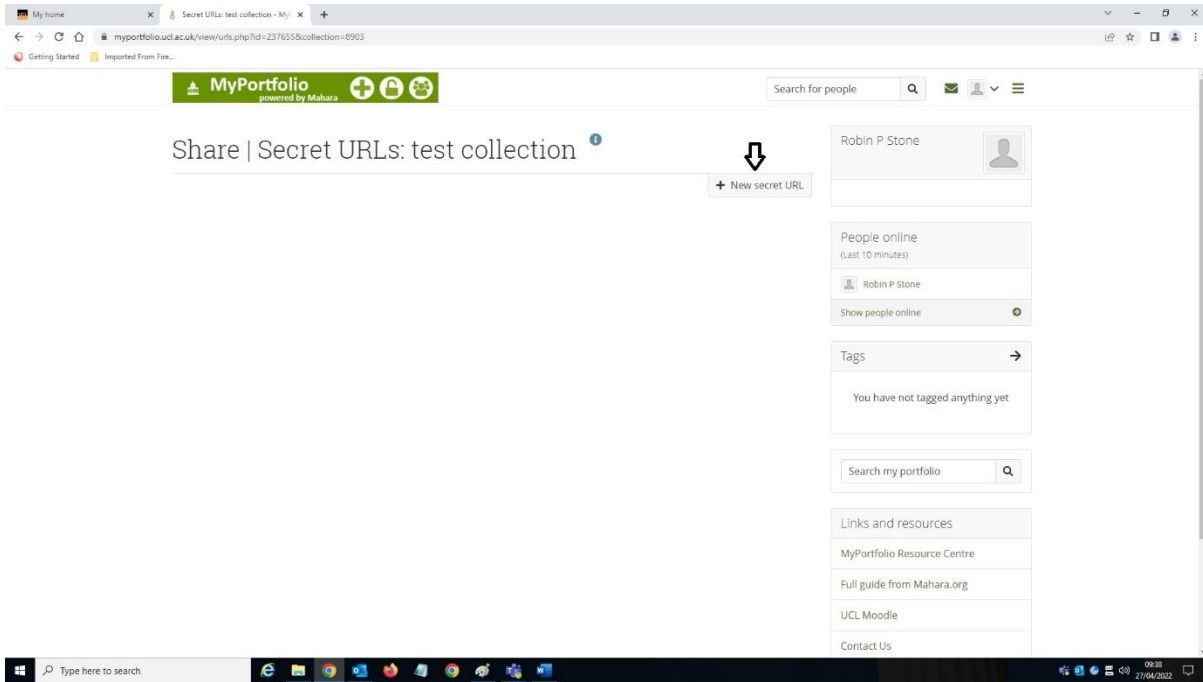
1. From the Dashboard in [MyPortfolio](#) click on the Share button.



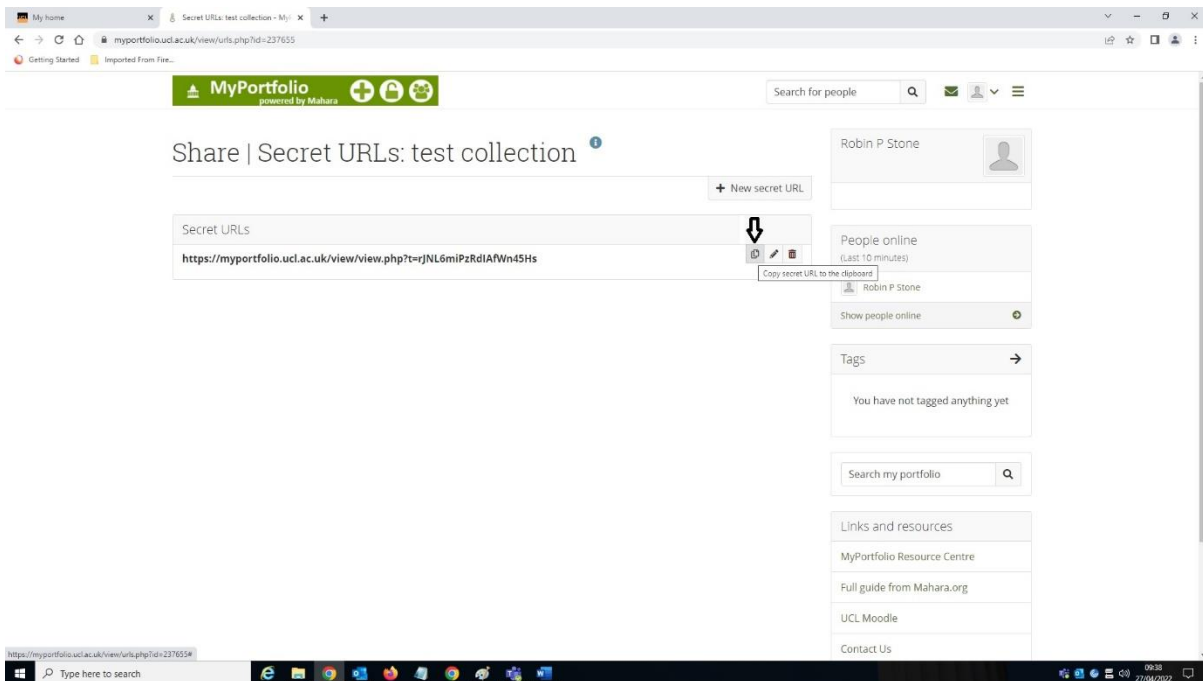
2. Under the Share heading, select either the Collections or Pages tab. Identify the Collection/Page that you want a Secret URL for, and click on the adjacent Secret URLS icon.



3. Click on + New secret URL.



4. Click on the Copy secret URL to clipboard icon. You can paste the link into an email to send to the relevant person/people. This link will work for anyone who has it so make sure you are only sending it to people you want to access it. You can delete the link at any time by click on the bin icon next to the URL.





APPENDIX 2
Enhanced Clinical Practice
Workplace Based Assessment (WBA) Gateway Assessment and Final Sign off Form

Student Name:	
UCL Student Number:	
Educational Supervisor:	
Employer:	

Please complete all parts of this form electronically before adding signatures

This form is designed to confirm if the employer, student and Programme Lead feel that the student has evidence for all of the Workplace Based Assessments (WBAs) competencies they are required to complete. It should be completed and signed by the employer, Programme Lead and student once they have met to discuss and reviewed the student's portfolio of evidence. A completed copy of the form should then be returned to the course administrator (ioo.pgt@ucl.ac.uk) and uploaded to the student's e-portfolio. Incomplete or unsigned forms will not be accepted.

In order to be awarded, the student must have completed and evidenced **all** Workplace Based Assessments (WBAs) competencies they are required to complete to a satisfactory level. The student cannot graduate as an Enhanced Clinical Practitioner if any of these have not been met.

Where a student still has elements outstanding, please list these in the relevant section of the form along with a new review date and return a signed copy of the form to the course administrator. Once outstanding elements have been completed a new version of this form should be completed, signed and returned.

Glaucoma

Has the student completed all relevant Glaucoma outcomes listed in the WBA curriculum spreadsheet? <i>(if no, please list which elements are outstanding in the notes/evidence field below)</i>	Yes/No/NA (delete as appropriate)
Are you satisfied that the student is practicing all outcomes at the required level? <i>(if no, please list which elements are outstanding in the notes/evidence field below)</i>	Yes/No/NA (delete as appropriate)

Notes/Evidence reviewed

Medical Retina

Has the student completed all relevant Medical Retina competencies listed in the WBA curriculum spreadsheet? <i>(if no, please list which elements are outstanding in the notes/evidence field below)</i>	Yes/No (delete as appropriate)
Are you satisfied that the student is practicing all outcomes at the required level? <i>(if no, please list which elements are outstanding in the notes/evidence field below)</i>	Yes/No (delete as appropriate)

Notes/Evidence reviewed

Cataract

Has the student completed all relevant Cataract competencies listed in the WBA curriculum spreadsheet? <i>(if no, please list which elements are outstanding in the notes/evidence field below)</i>	Yes/No/NA (delete as appropriate)
Are you satisfied that the student is practicing all outcomes at the required level? <i>(if no, please list which elements are outstanding in the notes/evidence field below)</i>	Yes/No/NA (delete as appropriate)

Notes/Evidence reviewed

Ocular Emergencies

Has the student completed all relevant Ocular Emergencies competencies listed in the WBA curriculum spreadsheet? <i>(if no, please list which elements are outstanding in the notes/evidence field below)</i>	Yes/No/NA (delete as appropriate)
Are you satisfied that the student is practicing all outcomes at the required level? <i>(if no, please list which elements are outstanding in the notes/evidence field below)</i>	Yes/No/NA (delete as appropriate)

Notes/Evidence reviewed

Overall Assessment

Has the student completed all of the Workplace based Assessments they are required to complete?	Yes/No (delete as appropriate)
Has the student provided evidence for all of the Workplace based Assessments they are required to complete?	Yes/No (delete as appropriate)
Has the student met all of the requirements for the all of the Workplace based Assessments they are required to complete?	Yes/No (delete as appropriate)

Notes/Comments (if any criteria are listed as no, please provide details and a new review date below)

Signature (Employer)	
Print (Employer)	
Signature (UCL)	
Print (UCL)	
Date:	

Statement from Student

I have completed all of the Workplace based Assessments I am required to complete	Yes/No (delete as appropriate)
I have provided evidence for all Workplace based Assessments I am required to complete	Yes/No (delete as appropriate)
I feel I have met all Workplace based Assessment requirements I am required to complete	Yes/No (delete as appropriate)

Notes/Comments (if any criteria are listed as no, please provide details below)

Signature (Student)	
Print (Student)	
Date:	