



Titling Credential Evidence Portfolio Pathway Information Handbook

Date: August 2026



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Introduction

The Titling credential is awarded by the Australian College of Physiotherapists (ACP) and Australian Physiotherapy Association (APA) to a physiotherapist who has met all the requirements of a formalised assessment process to demonstrate their highly developed experience, knowledge and skills in a field of physiotherapy practice.

The Titling credential is the first step towards advancing your career before embarking on Specialisation.

Evidence Portfolio Pathway Overview

The Evidence Portfolio Pathway (EPP) aims to give Physiotherapy Titling candidates the opportunity to demonstrate their achievement of the learning outcomes associated with the seven roles outlined in the [Physiotherapy Competence Framework](#).

The candidate is required to appraise their work and demonstrate how they have met the learning outcomes set out in the *Learning Outcomes document*. For the purposes of this document these learning outcomes are assessed at a level equivalent to practice expected by a physiotherapist at Milestone 3 of the Physiotherapy Competence Framework.

In addition to the Learning Outcomes, Clinical Practice Domains have been developed to provide guidance and set expectations for candidates with their portfolio submission and clinical examination for their specific field of practice. The *Clinical Practice Domains document* should be read in conjunction with the *Learning Outcomes and Mandatory requirements and supporting evidence documents*.

Evidence Portfolio Pathway Requirements

The requirements of the Evidence Portfolio Pathway are:

- a) **An electronic evidence portfolio** - which demonstrates the candidate's competence against the Physiotherapy Competence Framework at Milestone 3 and the Learning Outcomes which are aligned to the Framework.
- b) **Two (2) reflection pieces:**
 - i. A Critical Reflection which demonstrates the candidate's understanding and/or implementation of Cultural Capability
 - ii. An Overall Critical Reflection on your career to date, which demonstrates the candidate's insight against the Physiotherapy Career Attributes
- c) **Clinical examination** – two (2) video recordings accompanied by the relevant documentation and a post-clinical exam discussion

These requirements are submitted in phases and described in further detail in the handbook.

Evidence Portfolio Pathway Process

The EPP process encompasses three phases: application, portfolio submission, and clinical examination. Candidates who successfully complete the Portfolio Submission phase are permitted up to six (6) months before applying for the Clinical Examination, allowing time for preparation before the final assessment stage.

Phase One: Application

To apply, complete the Titling Evidence Portfolio Pathway online application form at the bottom of the Evidence Portfolio Pathway webpage.

Eligibility and Pre-requisites

To apply for the Titling Credential through the Evidence Portfolio Pathway, candidates must meet the following requirements:

1. APA membership

- Must be a current member of the Australian Physiotherapy Association (APA)
- Must be a current member of the National Group relevant to the field of practice for which the applicant is applying

2. AHPRA registration

- Must hold a current registration with the Australian Health Practitioner Regulation Agency (AHPRA) without any restrictions

3. Continuing Professional Development (CPD)

Your CPD activities must show that you are maintaining and improving your skills and knowledge in the field you are applying for.

- You must complete at least 30 hours of CPD in your relevant field within the past three years.
- You must provide up to three (3) pieces of evidence to support your CPD. This can include:
 - A professional development (PD) log
 - Certificates of completion
 - Other relevant documents
- For examples of acceptable CPD activities, please refer to:
 - [Physiotherapy Board Australia-AHPRA – Acceptable CPD learning activities](#)

4. Continuous & Recency of Practice

The APA has consistent standards in place to guide the profession across the Career Pathway Milestone Levels. Titling aligns to the Career Pathway Milestone Level 3 – Highly Developed

- Must demonstrate a minimum of three (3) years continuous practice area experience
- Must demonstrate 450 hours recency of practice during the immediate previous three-year period, or 150 hours in a 12-month period. Recency of practice experience may be expressed in either hours, weeks or months (for example 15 hours a week)
- Please refer to the following document:
 - [APA Career Pathway: Standards – Recency of Practice and Continuous Practice Experience Standards](#)

5. Additional Requirements for overseas-qualified members

- Must have a minimum three (3) years continuous practice area experience from the date certified by the Australian Physiotherapy Council
- Alternatively, provide a copy of the email received from AHPRA confirming your full registration. (Continuous practice area experience will be calculated from the date you received your full registration to work as a Physiotherapist in Australia).

6. Have completed the prerequisite course(s) for the Title being applied for or demonstrate equivalent attainment (see Table 1)

Table 1: Pre-requisites courses for Evidence Portfolio Pathway

Cardiorespiratory	One of the Cardiorespiratory Physiotherapy Level 2 courses: • Pulmonary Rehabilitation Level 2 • ICU Level 2 • Virtual Cardio ICU Physio
Women's, Men's and Pelvic Health	Must complete (or equivalent): 1. Introductory Women's Health Physiotherapy Level 1 (online course) AND 2. Women's Health Through the Life Stages a. Level 1- Part A (online course) b. Level 1- Part B (F2F course) AND 3. Women's Pelvic Health a. Level 1 – Part A (online course) b. Level 1 – Part B (F2F course) c. Level 2 – Part A (online course) d. Level 2 – Part B (F2F course)
Gerontology	Gerontology Physiotherapy Level 2
Neurology	Neurological Physiotherapy Level 2
Paediatric	Paediatric Physiotherapy Level 2
Pain	Pain Physiotherapy Level 1 until 21/12/2026 Pain Physiotherapy Level 2 from 1/01/2027
Sports and Exercise	Sports Physiotherapy Level 2

Once the application is approved, the candidate can commence phase two.

Phase Two: Portfolio Submission

Once the Titling application is approved, candidates must complete and submit the portfolio submission within 12 weeks from the time they have been accepted into the EPP and paid for phase two.

The portfolio consists of three (3) components:

Component I.	The candidate assembles a portfolio of evidence "Show Portfolio" to demonstrate how they meet the requirements to be credentialed at Milestone 3 (Titling). The candidate must include a brief reflective statement focussed on their performance against each of the seven (7) roles of the Physiotherapy Competency Framework Refer to the following resources (available on the APA website): • Learning outcomes • Mandatory requirements and supporting evidence • Clinical Practice Domains (CPD) relevant to candidate's field of practice to which they have applied (SPEX CPD in development) • Additional examples of evidence Refer to Rubric in appendix 1 of this handbook
Component II.	The candidate must write and/or submit an audio-visual reflection on their Aboriginal and Torres Strait Islander cultural capability development. (The reflection must not exceed a word limit of 2000 (+/-10%) or approximately 10 minutes for audio-visual content) addressing the cultural capability requirements, including: • How has your cultural development impacted your practice? • How have the cultural and social determinants of health contributed to your clinical practice? • How will your journey continue/change in the future? Refer to Cultural Capability Rubric in appendix 2 of this handbook
Component III.	The candidate must write an overall critical reflection on their career to date. (The reflection should not exceed a word limit of 2000 (+/-10%) or approximately 5 minutes for audio-visual content). The Reflection should address the 'Physiotherapy Career Attributes' and reflect the candidate's personal and professional growth throughout their career journey. It should highlight key personal and professional transformations, showcasing a deep understanding and insight into their practice at Milestone 3 standard. Refer to Cultural Capability Rubric in appendix 3 of this handbook

Standard of writing, referencing style and redaction

Writing for the Titling EPP requires a high standard of rigor, clarity, and professionalism. The portfolio should demonstrate the candidate's highly developed clinical knowledge, critical thinking, and reflective practice, supported by evidence-based practice.

Please refer to the [Standard of writing, referencing style and redaction document](#) on the Titling EPP webpage.

Portfolio Submission timeframe

Candidates have 12 weeks from confirmation of acceptance into the evidence portfolio pathway to submit their Evidence Portfolio. Once all requirements of the Portfolio Submission have been successfully met, the candidate will become eligible to proceed to the Clinical Examination.

Candidates may take up to six (6) months from receiving a successful portfolio outcome to apply for the Clinical Examination. This period is intentionally provided to allow candidates sufficient time to prepare for the next phase of assessment.

Portfolio Submission – Feedback, Rubrics & Outcomes

Assessment Approach: Portfolio submissions are assessed using structured marking rubrics aligned with the APA Physiotherapy Competence Framework and EPP assessment criteria. This supports consistency, fairness, and integrity across all assessments.

Candidate Feedback: Candidates may receive at the discretion of the assessors:

- Structured written feedback from assessors
- Feedback aligned to relevant learning outcomes and practice domains
- Commentary outlining strengths and areas for further development
- Guidance to support progression or resubmission, where applicable

To maintain fairness, consistency, and integrity of the assessment process, completed assessment rubrics are not released to candidates.

Portfolio Submission Outcomes

Candidates will receive one of the following outcomes:

Required Standards Met

All portfolio requirements have been successfully met, and the candidate is eligible to proceed to the Clinical Examination. Candidates are permitted up to six (6) months before applying for the Clinical Examination, allowing adequate time to prepare for the assessment requirements.

Required Standards Not Yet Met

The submission requires revision and resubmission within 3–6 months.

A resubmission fee of \$545 applies.

Required Standards Not Met

A full reassessment is required after 12–18 months.

Where only specific components have not met the required standard, candidates will only need to resubmit those components. Candidates should review the associated timelines, feedback, and fees before proceeding.

A fee of \$1,530 applies. (fees subject to change)

Upcoming Change — New Show Portfolio Assessment (effective February 2027)

The Show Portfolio scoring sheet and decision rubric will be updated from February 2027. Candidates and assessors should refer to the Titling web page for updated documents closer to the effective date.

Phase Three: Clinical examination

Following successful completion of the Portfolio Submission phase, candidates may take up to six (6) months before applying to undertake the Clinical Examination. This preparation period allows candidates time to consolidate their learning, undertake practice, and adequately prepare for the assessment process.

The clinical examination involves the submission of two (2) video recordings and a post exam discussion of a single case, along with the corresponding documentation for assessment. **Candidates have 12 weeks to submit their completed clinical examination from the date the examination fee is processed, and information is shared with the candidate.**

The Clinical examination consists of:

- Two unedited video-recorded patient consultations (initial and follow-up).
- A written submission
- A post-assessment discussion conducted via videoconference with the same two independent assessors.

The video recordings consist of:

1. An initial assessment: 45 – 60mins (max)
2. A follow up assessment: 30 – 45mins (max)

Requirements for clinical examination video recordings

The video recordings need to demonstrate and address the assessment of a patient/client and include a treatment and management plan that is specific to the candidate's field of practice (Please see the domains of practice for your discipline). The chosen clients/patients should enable the candidate to demonstrate clinical competence across a diversity of contexts, including acuity and/or impairments, and/or stages across the lifespan, and biopsychosocial considerations.

Requirements for written documentation

The written documentation must relate to the recordings and demonstrate the candidate's capacity to critically reflect and highlight their strengths and limitations, in relation to the patient/client information and consultation.

Requirements for post-clinical exam discussion

- The final step of the clinical examination is a post-clinical exam discussion between the candidate and assessors. The post-clinical exam discussion provides an opportunity for assessors to seek clarification on what they have observed in the video submission, explore the candidate's clinical reasoning skills, treatment and management plans as well as discuss clinical progression expectations, and the use of evidence-based practice in relation to the cases presented.

- The post-clinical exam is conducted via a videoconferencing (Zoom) platform at a mutually agreed time. (The ACP supplies the Zoom platform link). All post-clinical exam discussions are recorded; however, these recordings are deleted once the assessment decision is finalised.

Preparing for the Clinical Examination

- Candidates are encouraged to use the six (6) month preparation period available after successfully completing the Portfolio Submission phase to strengthen their clinical reasoning, refine their practical skills, and prepare thoroughly for the Clinical Examination requirements.
- Given that it may be the first time that a candidate's clinical skills are being formally assessed after several years, it is recommended that they undertake multiple practice sessions as part of their preparation.
- Candidates are advised to actively seek feedback from colleagues or mentors regarding their skills, techniques, clinical reasoning and the use of evidence-based clinical practice.
- Candidates are strongly encouraged to practice with video recordings under time constraints, allowing them to personally review, reflect on, and critique their performance under assessment conditions. Remember that the standard is set at a Milestone Level 3 of the Physiotherapy [Competence Framework](#)
- For patient selection, please refer to the relevant clinical practice domain guidance document (SPEX CPD in development) to ensure the patient selected is suitable and meets the expectations. Please ensure that you have patient consent for the two sessions to be videoed. Clearly inform the patient on the use of the video. A consent form will be provided.

Candidate Responsibilities and Guidance

Within **12 weeks** of receiving formal instructions from the ACP, candidates must:

- Submit all required materials in accordance with APA/ACP templates and guidelines, including:
 - Two video recordings.
 - A written submission.
 - Completed patient consent documentation.
- Comply with privacy and confidentiality requirements.
- Participate in the post-assessment discussion at the scheduled time.

Candidates are responsible for ensuring:

- Appropriate patient selection based on the practice domains and the appropriate level of complexity expected to demonstrate competence at Milestone Level 3.
- Video recordings are conducted in suitable clinical environments with minimal interruptions and adequate audio and visual quality.

Late submissions will not be accepted unless an approved extension has been granted.

Assessment Process

- Each submission is independently assessed by two qualified assessors using standardised assessment instruments.
- Assessors review the video recordings and written submission prior to the post-clinical exam discussion.
- The post-clinical exam discussion examines the candidate's:
 - Clinical reasoning and decision-making.
 - Intervention rationale and outcomes.
 - Application of evidence-based practice.
 - Professional reflection and development.

Scoring and Outcomes

The clinical exam is independently assessed by two qualified assessors using standardised assessment instruments.

Candidates must achieve a minimum overall score of 50% to be deemed competent.

Possible outcomes are:

Pass: Both assessors determine that the candidate has met the required standard.

Not Yet Competent: Both assessors determine that the candidate has not met the required standard.

Split Decision: Where one assessor awards a Pass and the other awards Not Yet Competent, a third independent assessor will be appointed.

The third assessor:

- will be blinded to previous assessor feedback and scoring
- will independently review the submission
- will contribute to the final majority decision outcome

Please note that this process may extend the timeframe for release of results.

Feedback and Quality Assurance

Candidates will receive structured written feedback outlining strengths and areas for further development.

To support fairness, confidentiality, and standardisation across all candidates:

- completed assessor marksheets are not released
- recordings of post-assessment discussions are not provided to candidates. Please refer to the [Recording of Examination and Assessment Policy](#)
- assessment materials are retained by the APA for governance and quality assurance purposes

Clinical Examination – Results, Feedback & Access

Following completion of the Clinical Examination, candidates will receive:

- a formal outcome notification (Met / Not Met)
- structured written feedback to support ongoing professional development and future preparation where applicable

Indicative Timeframes

- Following successful completion of the Portfolio Submission phase, candidates may take up to 6 months before applying for the Clinical Examination to allow adequate preparation time
- Candidate submission period for clinical exam: up to 12 weeks from receipt of instructions
- Post-assessment discussion: approximately 8 weeks following submission
- Final outcome notification: approximately 6 weeks following the post-assessment discussion

Timeframes are indicative and subject to assessor availability and operational requirements.

Re-sit Arrangements

Candidates who are unsuccessful in their first attempt may apply to re-sit the Clinical Examination within 12 months of their original outcome.

The re-sit process includes:

- two new unedited video-recorded consultations
- a written submission
- a post-assessment discussion with two independent assessors

To ensure fairness and manage any potential conflict of interest (COI), the re-sit examination will be assessed by two different examiners and not the examiners involved in the original assessment.

Candidates are strongly encouraged to review assessor feedback and undertake targeted preparation prior to re-sitting the examination.

Hyperlinks to relevant resources

- [Physiotherapy Career pathway](#)
- [Physiotherapy Competence Framework v7.1](#)
- [Clinical Practice Domains](#)
- [APA Standards – Recency of Practice & Continuous Practice Experience](#)
- [ACP Special Consideration policy](#)
- [ACP Application for Special Consideration online form](#)
- [Recording of Examination and Assessment Policy](#)
- [Australian Health Practitioner Regulation Agency](#)
- [Shared Code of Conduct](#)
- [Code of conduct principles](#)
- [Resources to help health practitioners](https://www.ahpra.gov.au/Resources/Code-of-conduct/Resources-to-help-health-practitioners.aspx)

Fees

Current fees are available on the [APA website](#)



Appeals, Complaints and Grievances

Information and forms are available under the 'ACP Policies and Procedures' of the APA website: <https://australian.physio/aboutus/governance>

Appendix 1: Show Portfolio Rubric

Assessment focussed on performance of each role of the Physiotherapy Competence framework – **Show Portfolio Marking Rubric**

Candidate name: [Click or tap here to enter text.](#)

Candidate ID: [Click or tap here to enter text.](#)

Date of Rating: [Click or tap to enter a date.](#)

Assessor: [Click or tap here to enter text.](#)

Please note: Do not use AI for marking.

Role	Assessment Ratings	Does not yet meet expectations	Meets expectations	Exceeds expectations	Supporting evidence source(s)
Physiotherapy practitioner *	Sources of Competence	☐	☐	☐	
	Demonstration of Competence, Mastering Knowledge & Skills	☐	☐	☐	
Communicator *	Sources of Competence	☐	☐	☐	
	Demonstration of Competence, Mastering Knowledge & Skills	☐	☐	☐	
Collaborator *	Sources of Competence	☐	☐	☐	
	Demonstration of Competence, Mastering Knowledge & Skills	☐	☐	☐	

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Professional *	Sources of Competence	☐	☐	☐	
	Demonstration of Competence, Mastering Knowledge & Skills	☐	☐	☐	
Scholar #	Sources of Competence	☐	☐	☐	
	Demonstration of Competence, Mastering Knowledge & Skills	☐	☐	☐	
Leader ^	Sources of Competence	☐	☐	☐	
	Demonstration of Competence, Mastering Knowledge & Skills	☐	☐	☐	
Health Advocate ^	Sources of Competence	☐	☐	☐	
	Demonstration of Competence, Mastering Knowledge & Skills	☐	☐	☐	

** Mandatory - must meet expectations to progress to Clinical Assessment;*

significant progress (>50%) towards competence demonstration required to be awarded Milestone 3 credential

^ initial progress (>20%) towards competence demonstration required to be awarded Milestone 3 credential

Assessor guide

The following descriptors should be used to guide 'Evidence' rubric completion: Please also refer to the Milestone 3, Learning Outcomes and Requirements.

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Assessment Ratings	Does not meet expectations	Meets expectations	Exceeds expectations
Sources of Competence <i>Experiences relevant to attainment of competence at Milestone 3 of the APA Career Pathway</i> (i.e. have they provided the right type of evidence to be able to satisfy competence attainment?)	Evidence and/or description of competence attainment related to Milestone 3 are not effectively or completely presented	Evidence and/or description of competence attainment related to Milestone 3 are appropriate and effectively presented	Evidence and/or description of competence attainment related to Milestone 3 exceed expectations
Demonstration of Competence; Mastering Knowledge & Skills <i>Evidence of Competencies at Milestone 3 of the APA Career Pathway</i> (i.e. does the provided evidence demonstrate competence attained?)	The portfolio materials and artefacts are not fully supported by or connected to the role competence The portfolio documents some, but not sufficient , competence attainment and application of learning Some selections of the portfolio demonstrate the applicant's skills, abilities, and knowledge (to Milestone 3) to assessor	The portfolio includes appropriate artefacts that support the demonstration of role competence The portfolio adequately documents competence attainment and application of learning Portfolio helps to demonstrate the applicant's skills, abilities, and knowledge (to Milestone 3) to assessor	The presentation of artefacts is convincing , with strong support for role competence The portfolio provides clear evidence of competence attainment and application of learning Portfolio effectively demonstrates the applicant's skills, abilities, and knowledge (to beyond Milestone 3) to assessor

Reference: [source: modified from Cavite State University, Assessment in Learning 1 (EDUC 75) Rubrics portfolio example]

Providing Constructive and Positive Feedback to Candidates- Please note all feedback will be shared with the candidate

Assessors must provide feedback to candidates in a constructive and supportive manner to ensure a fair and transparent assessment process.

- If the candidate meets all criteria (Pass), please use the Summary Assessor Comments: MET window to acknowledge their strengths and highlight aspects of their submission that demonstrate competence.
- If the candidate has not met the criteria, please use Assessor specific Comments: Not Yet Met, window to provide clear and specific guidance on areas requiring improvement, referencing the required roles.
-

Guidelines for Effective Feedback:

- ✓ **Use a positive and encouraging Tone** – Even when pointing out areas for improvement, frame your feedback in a way that motivates candidates to refine their work. Acknowledge their efforts and progress where possible.
- ✓ **Be specific and actionable** – Clearly outline what the candidate did well and what needs improvement. If a criterion is not met, explain why and offer suggestions for development.
- ✓ **Avoid vague or generic comments** – Instead of saying “Needs improvement,” specify which aspects require attention and how they can be strengthened.
- ✓ **Encourage reflection and growth** – Where appropriate, prompt candidates to reflect on their submission and consider how they can enhance their approach.
- ✓ **Ensure fairness and consistency** – Keep feedback aligned with the assessment rubric to maintain consistency across all assessments.

Summary Show Portfolio Assessment (please choose): **Choose an item.**

You must provide feedback

- **Summary Assessor Comments: MET**

Click or tap here to enter text.

OR

- **Assessor specific Comments: *Not Yet Met, please tick one of the following boxes and provide your comments***

Not Yet Met	Re-submission in 3 to 6 months' time	☐
Not Yet Met	Fail- Re-apply in 12 to 18 months' time.	☐

Physiotherapy practitioner:

Communicator

Collaborator

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AUSTRALIAN
COLLEGE OF
PHYSIOTHERAPISTS

Professional

Scholar

Leader

Health Advocate

Appendix 2: Cultural Capability Rubric

Aboriginal and Torres Strait Islander 'Cultural Capability' Rubric

Marking criteria & standards of performance

Candidate name: Candidate ID: Date of rating: Assessor:

Please note: Do not use AI for marking.

Reference: (source: based on Driscoll Reflective Model & <https://people.richland.edu/fbrenner/syllabus/reflectrubric.html>)

Candidate identifies as Aboriginal and/or Torres Strait Islander: Choose an item.

If yes,

Identifies an area of growth / learning

Choose an item.

Describes the impact on practice

Choose an item.

If no,

**Aboriginal and/or Torres Strait Islander cultural capability CPD
and cultural development within the past three years**

Choose an item.

Prior to completing the Cultural Capability Critical Reflection, candidates should consider the following:

1. Completion of cultural safety training, i.e. APC modules or equivalent course with similar learning outcomes
 - a. Candidates to provide learning outcomes of courses other than APC
2. Reviewed the [AHPRA code of conduct](#) and considered current practice in relation to this.

To ensure culturally safe and respectful practice, health practitioners must:

- *Acknowledge colonisation and systemic racism, social, cultural, behavioural and economic factors which impact individual and community health.*
- *Acknowledge and address individual racism, their own biases, assumptions, stereotypes and prejudices and provide care that is holistic, free of bias and racism.*
- *Recognise the importance of self-determined decision-making, partnership and collaboration in healthcare which is driven by the individual, family and community.*
- *Foster a safe working environment through leadership to support the rights and dignity of Aboriginal and Torres Strait Islander people and colleagues*

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Questions	Not Yet Met	Select	Unsure	Met expectations	Select
1. How does your awareness of cultural sensitivity and culturally appropriate care impact your practice?	Little to no evidence of cultural training or lived experience. Identifies training and/or lived experiences but lacks reflection on how this has, or will impact practice. Demonstrates lack of understanding of the social determinants of health in relation to First Nations peoples health and wellbeing.	☐	☐	Reflects on cultural training and/or lived experience. Acknowledges the social determinants of health and how these impact Aboriginal and/or Torres Strait Islander peoples access to, and experience in health care settings. Demonstrates cultural humility through deep reflection. Identifies and acknowledges own previous or current biases.	☐
2. What measures have you taken to ensure safe working environments for First Nations' colleagues and/or patients?	Little to no evidence of efforts to create culturally safe environments for colleagues and staff. Lacks understanding of the importance of self-determination, for example completing (or planning to complete) research, projects, etc without community/First Nations consultation	☐	☐	Demonstrates active measures taken to create culturally safe interactions with colleagues and clients. E.g. - Identifies strategies to address racism in the workplace - Recognises the potential power imbalance between First Nations colleagues/clients and non-Indigenous peoples and how this might impact interactions. - Demonstrates an understanding of self-determination and has considered or taken steps to involve community in decision making	☐

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Questions	Not Yet Met	Select	Unsure	Met expectations	Select
3. How will you continue your reconciliation journey, where to now? Consider: What is your practice now? How might it change in the future? <i>Conclusion and recommendation based on the applicant's experience</i>	Unable to identify current gaps in knowledge and practice, or strategies to address gaps in knowledge. Limited insight into appropriate next steps in relation to their reconciliation journey.	☐	☐	Evidence of ongoing efforts, working as an ally in this space. Recognition of ongoing cultural development and identifies future learning opportunities/gaps in knowledge.	☐
Mechanics <i>Demonstrates well developed written communication skills - well written, clear organization, uses standard English grammar, contains minor, if any, spelling errors</i>	Poor sentence structure, spelling, grammar and/or word choice make the entries difficult to read and comprehend. Structure and style is inappropriate for a professional piece of writing. Further investment is required in structuring and sequencing of, and links, between sections and paragraphs. Further attention is to be afforded to standard writing conventions including sentence construction, grammar, spelling and punctuation. Many errors could have been identified with basic editing Exceeds maximum word limit of 2000 words (+/-10%) or 10 min video	☐	☐	Meets professional writing standards, sentence structure, spelling, grammar, and/or word choice are good, containing nil or very few errors. Written from first person perspective. Acronyms/abbreviations and jargon are defined/ spelled out in full before first use. Structure and style is appropriate for a professional piece of writing. Evidence of effective structuring and sequencing of, and links between, sections and paragraphs Excellent application of standard writing conventions including accurate sentence construction, grammar, spelling and punctuation. Evidence of effective editing. Does not exceed word limit 2000 (+/-10%) words or 10 minute video Strength based language approach throughout reflection.	☐

	Display consistent deficit based on 'othering' language				
Questions	Not Yet Met	Select	Unsure	Met	Select
Evidence of Critical Thinking <i>Critical thinking includes application, analysis, synthesis and evaluation. Arguments are clear and show depth of insight into theoretical issues, originality of treatment, and relevance. May include unusual insights. Arguments are well supported.</i>	Makes use of existing knowledge without an attempt to evaluate/appraise knowledge; demonstrates understanding but does not relate to other experiences or personal reaction. Shows minor or incorrect application of concepts. Demonstrates some critical thinking and application of concepts.	☐	☐	Active and careful consideration of existing knowledge and articulates new understanding of knowledge as a result of experience. Demonstrates critical thinking and the ability to apply concepts.	☐

Providing Constructive and Positive Feedback to Candidates- Please note all feedback will be shared with the candidate

Assessors must provide feedback to candidates in a constructive and supportive manner to ensure a fair and transparent assessment process.

- If the candidate meets all criteria (Pass), please use the Summary Assessor Comments: MET window to acknowledge their strengths and highlight aspects of their submission that demonstrate competence.
- If the candidate has not met the criteria, please use Assessor specific Comments: Not Yet Met, window to provide clear and specific guidance on areas requiring improvement, referencing the required roles.

Guidelines for Effective Feedback:

- ✓ **Use a positive and encouraging Tone** – Even when pointing out areas for improvement, frame your feedback in a way that motivates candidates to refine their work. Acknowledge their efforts and progress where possible.
- ✓ **Be specific and actionable** – Clearly outline what the candidate did well and what needs improvement. If a criterion is not met, explain why and offer suggestions for development.

- ✓ **Avoid vague or generic comments** – Instead of saying “Needs improvement,” specify which aspects require attention and how they can be strengthened.
- ✓ **Encourage reflection and growth** – Where appropriate, prompt candidates to reflect on their submission and consider how they can enhance their approach.
- ✓ **Ensure fairness and consistency** – Keep feedback aligned with the assessment rubric to maintain consistency across all assessments.



Cultural Capability Summary Assessment (please select): **Choose an item.**

You must provide feedback

- **Summary Assessor Comments: MET**

Click or tap here to enter text.

OR

- **Assessor specific Comments: *Not Yet Met, please provide your comments***

Click or tap here to enter text.

Appendix 3: Reflect Rubric

Physiotherapy Career Attributes

Titling Milestone Level 3: Evidence Portfolio Pathway

What are Physiotherapy Career Attributes?

Attributes in clinical practice encompass epistemological values, critical thinking, moral and ethical practice, powerful knowledge, and an interdisciplinary perspective. They go beyond employability and demonstrate your depth of understanding, higher-level skills, and commitment to ethical and effective clinical practice as a physiotherapist at different stages of your career.

The intended purpose is to apply the theory of knowledge together with clinical reasoning skills, the moral and ethical values required of the clinician and allow you to demonstrate these in your clinical practice. They do not represent curricular learnt or competencies gained, but how you reflect on your clinical practice and career against a set of attributes of clinical practice.

Remember there's no one-size-fits-all approach to this. It's essential to consider your unique interpretation of the attributes, your preferences, and aspirations when evaluating your career and clinical practice against these attributes.

Physiotherapists are:

	Leader in Health:	A physiotherapist that advocates for high-quality patient and client-centred outcomes for all members of their communities, and that reflects the evidence and current best practice.
	Clinically Advanced:	A physiotherapist who through expert clinical reasoning can assess and design treatments or management plans for complex clinical presentations to achieve quality outcomes that are patient centred and compliant with medico-legal requirements.
	Research-informed:	A physiotherapist who informs clinical practice through involvement in, or integration and critical use of, research evidence, clinical expertise, patient values, and patient circumstance to provide best care and health outcomes for clients and families.
	An Educator:	A physiotherapist with a high-level of communication skills to effectively inform, teach, and consult with clients and their support network, colleagues, health professionals, and other stakeholders to optimize the health care of others.
	Constructive member of an interdisciplinary team:	A physiotherapist who supports patient and client outcomes across many health care settings and can identify when input from other professionals is required to optimise care.
	Inclusive and culturally respectful:	A physiotherapist who sees the patient-as-person, considering each person as a whole, adopting person-centred and family focused (where relevant) management that prioritises cultural safety, respect and inclusiveness.
	Global citizen:	A physiotherapist with the ability to explore the population health questions, make critical evaluations of clinical decisions, be able to develop ethical and long-term solutions to current and future health and wellbeing of the community.



Overall Critical Reflection on your career to date: Aligned to the Physiotherapy Career Attributes – **Marking Rubric**

Please refer to "Overall Critical Reflection Template" for marking criteria & standards of performance

Candidate name: Click or tap here to enter text. Candidate ID: Click or tap here to enter text. Date of rating: Click or tap to enter a date.

Assessor: Click or tap here to enter text.

Please note: Do not use AI for marking.

Reference: (source: based on Driscoll Reflective Model & <https://people.richland.edu/fbrenner/syllabus/reflectrubric.html>)

Stage	Not Yet Met	Select	Met	Select
Stage 1: what? <i>Describe the situation. Description/ explanation of what was done.</i>		☐		☐
Stage 2: so what? <i>Explore the situation. Critical evaluation or relevance of what was done. Well-developed thoughts, ideas, and details, which shows evidence of reflection, new ideas, and grasp of concepts</i>	Limited/superficial insight about self or particular issue/concept/ problem as a result of experience. Little thought or detail; shows little evidence of reflection or grasp of concepts; no new ideas introduced.	☐	Articulates new understanding/insights about self or particular issue/concept/ problem as a result of experience.	☐
Stage 3: now what? <i>How can the new learning be translated into practice? Conclusion and recommendation based on the applicant's experience</i>	Shows some evidence of reflection, but not well developed; few new ideas introduced but reflects a grasp of concepts presented.	☐	Well-developed; shows evidence of reflection and/or metacognition; new ideas introduced and reflects a good grasp of concepts presented.	☐



Mechanics <i>Demonstrates well developed written communication skills - well written, clear organization, uses standard English grammar, contains minor, if any, spelling errors</i>	Poor sentence structure, spelling, grammar and/or word choice make the entries difficult to read and comprehend. Structure and style is inappropriate for a professional piece of writing. Further investment is required in structuring and sequencing of, and links, between sections and paragraphs. Further attention is to be afforded to standard writing conventions including sentence construction, grammar, spelling and punctuation. Many errors could have been identified with basic editing Exceeds maximum word limit 2000+/-10% words	☐	Meets professional writing standards, sentence structure, spelling, grammar, and/or word choice are good, containing nil or very few errors. Written from first person perspective. Acronyms/abbreviations and jargon are defined/ spelled out in full before first use. Structure and style is appropriate for a professional piece of writing. Evidence of effective structuring and sequencing of, and links between, sections and paragraphs Excellent application of standard writing conventions including accurate sentence construction, grammar, spelling and punctuation. Evidence of effective editing. Does not exceed word limit 2000+/-10% words	☐
Evidence of Critical Thinking <i>Critical thinking includes application, analysis, synthesis and evaluation. Arguments are clear and show depth of insight into theoretical issues, originality of treatment, and relevance. May include unusual insights. Arguments are well supported.</i>	Makes use of existing knowledge without an attempt to evaluate/appraise knowledge; demonstrates understanding but does not relate to other experiences or personal reaction. Shows minor or incorrect application of concepts. Demonstrates some critical thinking and application of concepts.	☐	Active and careful consideration of existing knowledge and articulates new understanding of knowledge as a result of experience. Demonstrates critical thinking and the ability to apply concepts.	☐

Providing Constructive and Positive Feedback to Candidates- Please note all feedback will be shared with the candidate

Assessors must provide feedback to candidates in a constructive and supportive manner to ensure a fair and transparent assessment process.

- If the candidate meets all criteria (Pass), please use the Summary Assessor Comments: MET window to acknowledge their strengths and highlight aspects of their submission that demonstrate competence.
- If the candidate has not met the criteria, please use Assessor specific Comments: Not Yet Met, window to provide clear and specific guidance on areas requiring improvement, referencing the required roles.

Guidelines for Effective Feedback:

- ✓ **Use a positive and encouraging Tone** – Even when pointing out areas for improvement, frame your feedback in a way that motivates candidates to refine their work. Acknowledge their efforts and progress where possible.
- ✓ **Be specific and actionable** – Clearly outline what the candidate did well and what needs improvement. If a criterion is not met, explain why and offer suggestions for development.
- ✓ **Avoid vague or generic comments** – Instead of saying “Needs improvement,” specify which aspects require attention and how they can be strengthened.
- ✓ **Encourage reflection and growth** – Where appropriate, prompt candidates to reflect on their submission and consider how they can enhance their approach.
- ✓ **Ensure fairness and consistency** – Keep feedback aligned with the assessment rubric to maintain consistency across all assessments.



Summary Assessment (please select): **Choose an item.**

You must provide feedback

- **Summary Assessor Comments: MET**

Click or tap here to enter text.

OR

- **Assessor specific Comments: *Not Yet Met, please provide your comments***

Click or tap here to enter text.



Version Control

Document Version:	V6 - August 2026
Document Owner:	ACP
Document reviewed by	Priya Rodrigues
Document Approved by:	Jennifer Keating
Review of Document:	August 2026
Next Review:	July 2027 or earlier if updates are required