

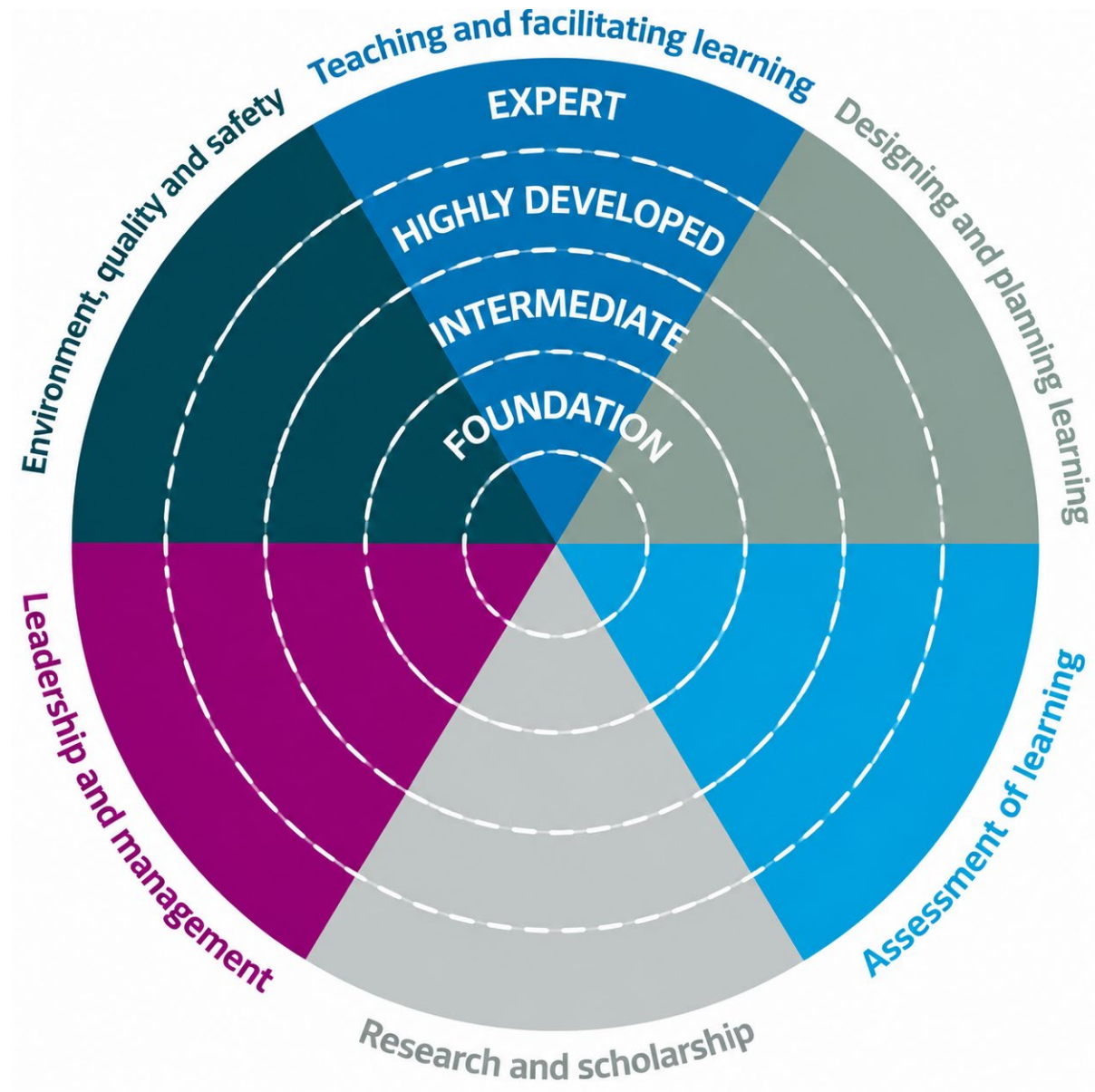
Capability Framework Resource Pack

For Physiotherapists Delivering
Clinical Education

Version 1 2026

Self-assessment

Spider diagram template and domain tables:



Domain 1: Teaching and facilitating learning

	Capability	Foundation	Intermediate	Highly Developed	Expert
1.1	Create opportunities to get to know learners and establish group norms.	Demonstrates an interest in understanding learners by gathering information about their background and needs.	Uses structured approaches to identify learner needs and abilities, collaborates with learners to set goals and expectations that guide the clinical education process.	Systematically integrates learner understanding to tailor clinical education, adapting learning environments to diverse learner profiles.	Leads and supports educators in developing inclusive and responsive learning environments based on understanding of diverse learner profiles and contexts.
1.2	Create a psychologically safe environment for learning whilst upholding consumer safety (such as, but not limited to supporting learning from challenging situations, active listening, fostering respect and trust, demonstrating inter-professional and inter-cultural competence).	Models reflection and learning from challenges, building skills to support learners in reflecting on errors in a respectful and supportive manner.	Creates a psychologically safe learning environment where learners are supported to take appropriate risks, reflect and develop from errors.	Enables openness and vulnerability from all learners; actively intervenes to protect the psychological safety of the learning environment across a range of situations including group, online and bedside learning settings.	Influences policy and culture to embed psychologically safe learning across educational and clinical systems. Mentors others to promote a culturally responsive environment.
1.3	Facilitate group learning experiences (such as, but not limited to, tutorials, case-based discussions, consumer education, workshops, seminars, lectures).	Demonstrates skills in leading small group learning sessions using prepared materials.	Contributes to the design and facilitation of interactive and learner-centred group sessions in varying contexts and settings.	Designs and facilitates high-impact group learning environments, integrating a range of education strategies to support the needs of diverse learners.	Leads innovation and capacity-building in group education; mentors others, evaluates impact, and advances andragogical practice across programs or institutions.
1.4	Facilitate learning in a clinical setting (such as, but not limited to, bedside teaching, clinical skills assessment).	Delivers clinical education and information appropriate to role, applying structured approaches, such as teach back, to enhance understanding.	Facilitates structured, learner-centred teaching during clinical care; uses feedback and questioning to develop learners' skills and reasoning.	Embeds teaching within the clinical workflow to support development of both technical and non-technical skills; uses strategies to challenge and extend learners.	Leads innovation in clinical teaching approaches. Mentors other educators in optimising learning in practice-based settings and contributes to systemic educational improvement.
1.5	Select and use digital platforms effectively to teach online and/or asynchronously.	Uses basic digital platforms to support online or asynchronous learning. Demonstrates awareness of platform functions and educator responsibilities online.	Selects appropriate digital platforms to facilitate structured, engaging online or asynchronous sessions.	Integrates digital learning into the broader clinical education strategy and optimises learner experience across digital platforms.	Leads innovation in digital teaching and learning. Mentors others in using digital platforms effectively and advocates for equity, quality, and engagement in online education.

1.6	Guide learners to self-assess their skills and identify opportunities for learning.	Demonstrates structured reflection and self-review. With guidance, supports learners in identifying their own learning needs.	Facilitates structured self-assessment using frameworks or tools. Supports learners to link self-assessment with specific, achievable goals.	Embeds learner reflection and goal setting into ongoing learning. Supports learners in refining self-assessment skills and developing independent learning strategies to maximise goal attainment.	Develops or leads strategies, resources, or programs that foster reflective practice and self-directed learning at scale. Mentors educators in developing reflective capability in others to promote personalised learning and goal achievement.
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Domain 2: Designing and planning learning

	Capability	Foundation	Intermediate	Highly Developed	Expert
2.1	Design and/or plan a curriculum that meets the educational needs of the individual or group, informed by needs analysis.	Participates in the delivery of learning activities designed by others. Reflects on the importance of curriculum and its relationship to learner outcomes. Participates in informal needs identification through observation and discussion.	Plans or adapts education content or structure to suit specific learner or group needs, using defined learning outcomes and evidence-based approaches.	Plans and designs curriculum across a broad scope of contexts and learner needs, using adult learning theories. Supports others in tailoring learning opportunities to meet learning outcomes.	Leads strategic curriculum design ensuring alignment with workforce, accreditation, and diversity of learner priorities.
2.2	Ensure appropriate integration of orientation or on-boarding activities to support learning.	Participates in orientation delivery and reflects on its importance for learner safety, role clarity, and confidence.	Independently delivers structured, relevant, psychologically safe and culturally responsive orientation tailored to learner needs.	Leads development or improvement of orientation processes across teams or services. Designs on-boarding materials and supports other educators.	Shapes system-wide on-boarding strategy. Leads initiatives to embed inclusive, trauma-informed, and learner-centred on-boarding at organisational or wider level.
2.3	Manage time efficiently (such as, but not limited to, the development of education, preparation time, and pre-communication with learners).	Reviews strategies to balance competing clinical and educational workloads with senior staff Reflects on the preparation and structure of education activities.	Consolidates skills in efficient preparation and delivery of clinical learning experiences with increasing independence. Adapts to changing priorities while supporting learners.	Anticipates time challenges in complex environments. Demonstrates timely and innovative planning and delivery. Supports others in managing their time and priorities.	Leads adaptive and sustainable practices across clinical education systems for time-effective education delivery in unpredictable environments.
2.4	Develop, and/or make best use of, learning resources (such as, but not limited to, clinical support tools, videos, guidelines, websites, virtual reality, artificial intelligence and simulation-based education tools).	Uses a range of learning resources to support learner engagement during clinical education.	Selects, integrates, and adapts learning resources based on learner needs and education objectives. Supports others in the use of learning resources.	Designs, implements, and evaluates learning resources. Builds educator capability to integrate a range of learning resources in education.	Leads development, strategic integration and sharing of learning resources. Champions systemic investment and culture to support equitable access and sustainability of learning resources.

Domain 3: Assessment of learning

	Capability	Foundation	Intermediate	Highly Developed	Expert
3.1	Select and use a range of assessment tools to measure learner performance, identify strengths and areas for improvement.	Observes and, with support, contributes to the use of assessment tools, including the Assessment of Physiotherapy Practice (APP) instrument.	Independently uses data from multiple sources, including standardised assessment tools. Interprets data and results to identify learner strengths and areas for improvement.	Critically evaluates, selects and uses a broad range of assessment tools to identify underlying causes of learner challenges and inform learning support adjustments.	Provides system-level leadership of assessment though development of policies, tools or training to optimise learner assessment and identification of strengths and areas for improvement.
3.2	Deliver feedback based on learner performance, gathering information from other sources when required.	Provides feedback using clear communication. Builds familiarity with feedback models, seeking input from colleagues when unsure.	Delivers balanced feedback to support growth, incorporating feedback models and principles to guide delivery. Encourages learners to interpret and act on feedback.	Facilitates reflective feedback conversations incorporating diverse perspectives. Supports others to apply and adapt evidence-based feedback models.	Designs and leads organisational feedback systems that incorporate multisource data. Trains other educators in effective feedback delivery and mediation.
3.3	Provide learners with strategies to extend or improve performance or address learning needs.	Where appropriate, offers simple, practical suggestions to support learner development, including encouraging self-reflection.	Develops and tailors strategies to learner needs, including study skills, clinical reasoning exercises, and reflective practice. Supports learners to apply strategies independently in a range of contexts.	Facilitates learners through complex challenges using evidence-based approaches. Integrates multiple strategies such as simulation, peer-assisted learning, and technology applications.	Leads innovation in learner development strategies across programs or organisations. Evaluates and disseminates best practices in performance improvement.
3.4	Undertake assessment sensitively, using established performance criteria to communicate progress.	Builds familiarity with key assessment types (including formative, summative and programmatic) and feedback mechanisms.	Independently plans and conducts assessments using established performance criteria that aid learning. Interprets assessments to make fair judgements on learner progress, seeking feedback and support as required.	Designs assessments that are learner-centred and tailored to individual needs. Analyses feedback and assessment outcomes to identify trends and areas for improvement in clinical education practices.	Influences organisational policies and training for best-practice assessment methods. Leads innovative strategies to improve assessment inclusivity, validity, and effectiveness.

Domain 4: Educational research and scholarship

	Capability	Foundation	Intermediate	Highly Developed	Expert
4.1	Reflect upon and be aware of own strengths and weaknesses when delivering clinical education.	Recognises own educational strengths and areas for growth. Engages in informal reflection and discussion to develop self-awareness. Apply simple strategies to address gaps.	Regularly reflects on own strengths and limitations to inform clinical education practice. Actively seeks opportunities to improve and uses feedback to identify development needs.	Critically appraises own education practices. Integrates multiple data sources (eg, learner feedback, peer review) to further enhance self-awareness.	Leads scholarly activities for clinical educator development. Champions reflective practice and supports others in growth and self-awareness.
4.2	Understand principles of education and learning theories and justify application.	Demonstrates an understanding of key educational principles and major learning theories (eg, adult learning, scaffolding, experiential learning) and applies them in familiar contexts.	Utilises a range of educational principles and learning theories in the delivery of clinical education, providing justification for their use. Critically discusses links between theory and practice in clinical education.	Develops and tailors' educational interventions based on sound theoretical reasoning. Evaluates and adapts in response to impact on learning outcomes.	Mentors and guides others in the application and justification of educational principles. Contribute to the development of organisational education frameworks grounded in theory.
4.3	Recognise the creative element in clinical education which motivates and inspires learners.	Appreciates the role of creativity in teaching and uses simple, engaging methods to motivate learners.	Intentionally integrates creative teaching strategies (eg, storytelling, problem-solving, role-play) to enhance learner motivation and engagement.	Develops innovative educational experiences (eg, gamification, team challenges, video review and analysis) combining creativity with evidence-based practice to inspire learners and foster deep learning.	Champions creativity in clinical education at organisational or sector level. Leads research or scholarship exploring pedagogy and novel methods in clinical education.
4.4	Make decisions using the best available evidence-based practice in education.	Uses available research and guidelines to inform basic clinical education decisions, seeking guidance as appropriate.	Critically appraises and integrates current evidence to inform educational decisions.	Leads evaluation and adaptation of education practices based on transparent and robust review of evidence. Supports peers in evidence-based education practice.	Champions organisational or sector-wide adoption of evidence-based educational practices. Leads research and scholarship in clinical education.
4.5	Advance the science and practice of clinical education through research.	Demonstrates basic understanding of research principles. Participates in clinical education research activities under supervision.	Actively contributes to clinical education research projects. Applies research findings to improve teaching and learning practices.	Leads research projects in clinical education. Disseminates findings through publications or presentations. Supports research capacity building.	Provides strategic leadership for advancing clinical education research regionally or nationally. Influences policy and practice.

Domain 5: Educational leadership and management

	Capability	Foundation	Intermediate	Highly Developed	Expert
5.1	Role model professional behaviours for learners, including, but not limited to, integrity, honesty, ethical practice, and respect of professional boundaries.	Demonstrates awareness of professional behaviours (eg, employee code of conduct, organisational values, registration body) and the importance of consistently modelling these.	Consistently exemplifies professional behaviours and actively encourages learners to uphold these standards. Addresses gaps in practice in learner's professionalism when observed.	Champions a culture of professionalism across teams. Supports learners and educators in ethical practice and professional boundaries/responsibilities.	Leads organisational policies and culture promoting professional behaviours. Influences standards and ethics at sector level.
5.2	Advocate for education and positive attitudes toward learners.	Recognises the importance of supporting learners and speaks positively about being involved in clinical education.	Actively promotes the value of education and positive learner engagement within teams and departments. Addresses negative attitudes toward learners or education, when observed.	Leads initiatives to build a culture that values education and supports learners. Influences policies and practices positively.	Champions education and learner advocacy at organisational and sector levels. Shapes systemic policies that promote learner-centred cultures and attitudes.
5.3	Promote a collaborative and inter-professional approach to clinical education.	Demonstrates understanding of inter-professional collaboration and interprofessional education.	Actively fosters inter-professional collaboration and shared learning experiences.	Leads development of inter-professional education programs and promotes collaborative culture within teams.	Provides strategic leadership in inter-professional clinical education at organisational or system level. Influences policy and sector standards leveraging interprofessional networks and collaborations.
5.4	Counsel learners on a range of matters.	Builds trust to provide basic guidance and support to learners. Recognises when to seek additional support.	Provides counselling on academic, clinical, and professional development issues commensurate with role. Supports learners through challenges and guides goal-setting.	Offers comprehensive counselling including conflict resolution, career guidance, and managing complex personal or professional issues impacting clinical education. Supports other educators with counselling learners.	Develops policies and programs for counselling and wellbeing appropriate for clinical education across the organisation or sector.
5.5	Follow appropriate grievance and disciplinary procedures in relation to the supervision of learners.	Understands the organisation's grievance and disciplinary procedures in relation to clinical education. Responds to concerns appropriately by seeking advice and referring to relevant policies.	Applies grievance and disciplinary procedures with consistency, equity, and fairness. Manages concerns with professionalism and discretion and escalates appropriately when required.	Supports others in navigating procedures and advises on complex cases within a varied scope of clinical education contexts. May contribute to resolution processes in grievance and disciplinary matters.	Provides strategic oversight of grievance and disciplinary policy & procedure development to support clinical educators and learners. Leads initiatives to ensure ethical, transparent, and learner-safe environments.

Domain 6: Educational environment, quality and safety

	Capability	Foundation	Intermediate	Highly Developed	Expert
6.1	Demonstrate learner-centredness through advancing learner's wellbeing.	Respects and supports learners as individuals. Demonstrates basic awareness of learner wellbeing.	Applies strategies to promote learner wellbeing and recognises when additional support is required. Support learners to develop their professional identity.	Designs and implements initiatives to foster learner wellbeing and professional development. Supports teams in embedding learner-centred approaches.	Leads system-wide efforts to embed learner-centredness in educational culture and policy. Champions wellbeing at strategic levels.
6.2	Demonstrate responsiveness to learner diversity across ability, disability, age, culture, gender, ethnicity and sexual identity.	Acknowledges and respects individual learner differences. Recognises own biases and demonstrates inclusive behaviours.	Applies inclusive teaching strategies to respond to learner diversity. Identifies and addresses barriers to learning that are related to diversity.	Designs, leads and supports colleagues in inclusive education practices and addressing diversity-related barriers to learning.	Champions system-wide strategies to embed equity and inclusion in clinical education.
6.3	Align clinical education with appropriate accreditation and registration standards.	Demonstrates awareness of accreditation and registration requirements relevant to physiotherapy and clinical education.	Applies physiotherapy accreditation and registration standards to clinical education planning, delivery and assessment.	Leads clinical education programs to meet accreditation and registration requirements.	Influences national or sector-wide accreditation and regulatory policy. Provides strategic guidance on compliance and quality assurance in clinical education.
6.4	Align clinical education with organisational priorities and training needs.	Understands the link between clinical education and service delivery goals.	Plans educational activities that support team, departmental, or service training goals. Communicates the link between training, service or organisational goals to stakeholders.	Leads educational initiatives that support workforce development aligned with organisational needs and strategies.	Shapes strategic planning for clinical education across the organisation or sector. Aligns educational policy and investment with workforce capability needs.
6.5	Perform evaluation of a program of learning and/or review curriculum.	Participates in basic evaluation activities including data collection and providing feedback on experiences.	Conducts evaluations using standard tools and frameworks. Reviews and modifies components of clinical education based on the evaluation.	Applies theoretical understanding to lead formal program evaluations and curriculum reviews.	Oversees large-scale evaluation programs and/or curriculum reforms at department, organisation, or sector level.
6.6	Explicitly highlight links between clinical education and safe consumer care.	Recognises how quality clinical education contributes to safe care. Reinforces basic safety practices during clinical education in practice.	Integrates consumer safety concepts into educational practice. Helps learners reflect on how their development impacts safety and quality.	Develops initiatives that integrate consumer safety education into programs and curricula. Supports staff to make education and safety links explicit.	Influences organisational or system-wide education policies that link learning to safety and quality outcomes. Advocates for embedding clinical education in safety and quality governance.

Template for planning and documenting activities

Links to Framework	Activity Plan activities to aid progression and demonstrate capability building	Date Completed
Domain 1 Teaching and facilitating learning		
Domain 2 Designing and planning learning		
Domain 3 Assessment of Learning		
Domain 4 Educational research and scholarship		
Domain 5 Educational leadership and management		
Domain 6 Educational environment, quality and safety		
Resources used		Date Accessed