



Rotation Progress Report – Rehabilitation Medicine (AM)

Important note: This report is only to be used until progress reports are available in TMP

Rotation Progress Report – Rehabilitation Medicine (Adult Medicine)

The purpose of the Rotation Progress Report is to assess your progress over a training rotation under the new curriculum.

Important note: This report will be available only until Rotation progress reports can be submitted via the online Training Management Platform (TMP). Once available in TMP, this manual progress report will no longer be accepted.

Instructions

Trainee

- Fill out the following sections of this Rotation Progress Report: Trainee details, Trainee leave, Assessments completed during the rotation, Learning goal assessment section, Trainee Comments
- Self-assess your progress against your learning goals for the period covered by this report.
 - You can refer to the Curriculum Standards on the [Rehabilitation Medicine \(AM\) Advanced Training Curricula eLearning website](#) as you assess each learning goal.

Rotation Supervisor(s)

- Review and assess the trainee's progress against each of the learning goals
 - You can view a trainee's completed assessments which can be viewed by logging into [TMP](#).
- Add your feedback and make a progression recommendation.
- If you are an additional supervisor, you can choose to:
 - Agree with the assessment and recommendation made by the first rotation supervisor OR
 - Complete your own review by completing the [Additional Supervisor Form](#).

Report submission

Once report is completed:

- i. Save a copy of the Rotation Progress Report for your own records.
- ii. Email the completed Rotation Progress Report to the below email addresses, and ensure to copy in all relevant parties:
 - Australia: rehab@racp.edu.au
 - Aotearoa New Zealand: rehab@racp.edu.au

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Trainee details						
Trainee name and MIN <i>Title, preferred name, surname, MIN</i> Dr Sofia Costa, 509376				Training Phase 3 - Specialty consolidation		
Rotations						
Please list the rotation plan(s) for the training period this rotation progress report covers.						
Plan type	Training Setting	Start date	End date	FTE	Rotation type	Rotation supervisors
Accredited	Prince of Wales Hospital – Adult Rehabilitation Unit	3/03/2025	1/09/2025	1.0	Brain injury and neurological rehabilitation	Dr Xanthe Rahman, Dr Samuel Price
Choose an item.	Click or tap here to enter text.	Select date	Select date	FTE	Click or tap here to enter text.	Click or tap here to enter text.
Trainee leave						
Please enter any leave taken during the rotation (excludes periods of interruption already applied for). Refer to the RACP Education policies for leave types.						
Leave type	Start Date – End Date					Number of workdays
Medical	11/03/25 – 12/03/25					2
Standard	28/04/25					1
Choose an item.	Click or tap here to enter text.					Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.					Click or tap here to enter text.
<input checked="" type="checkbox"/> I confirm I have not taken any other leave during this training period which is NOT already covered as an Interruption of Training.						
Assessments completed during the rotation						
Learning captures completed 6				Observation captures completed 6		

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Learning goals			
Learning goals <i>The curriculum is available on the RACP Online Learning website.</i>		Trainee Assessment <i>Make a self-assessment against each of the learning goals, refer to the learning opportunities outlined in your rotation plans as well as the expected standards for each goal in Appendix 1.</i>	Rotation Supervisor Assessment <i>Assess the trainee against each of the learning goals, refer to the expected standards for each goal in Appendix 1.</i>
	1. Professional behaviours	5 - Consistently behaves in line with all 10 domains of professional practice	5 - Consistently behaves in line with all 10 domains of professional practice
Entrustable Professional Activities (EPA)	2. Team leadership: Lead a team of health professionals	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)	5 - Able to provide supervision
	3. Supervision and teaching: Supervise and teach professional colleagues	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)
	4. Quality improvement: Identify and address failures in health care delivery	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)
	5. Clinical assessment and management of function: Clinically assess and manage the ongoing care of patients	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)
	6. Handover of care: Manage the handover of patient care between health care professionals, providers, and contexts	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)
	7. Longitudinal care: Manage and coordinate the longitudinal care of patients with chronic illness, disability and/or long-term health issues	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)

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Learning goals		Trainee Assessment	Rotation Supervisor Assessment
The curriculum is available on the RACP Online Learning website.		Make a self-assessment against each of the learning goals, refer to the learning opportunities outlined in your rotation plans as well as the expected standards for each goal in Appendix 1 .	Assess the trainee against each of the learning goals, refer to the expected standards for each goal in Appendix 1 .
	8. Communication with patients: Discuss diagnoses and management plans with patients	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)
	9. Procedures: Plan, prepare for, perform, and provide aftercare for important practical procedures	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)
	10. Clinic management: Manage an outpatients clinic	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)
Knowledge guides	11. Traumatic brain injury	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently shows they can apply knowledge in this knowledge guide to specialty practice (shows how)
	12. Stroke management	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently shows they can apply knowledge in this knowledge guide to specialty practice (shows how)
	13. Neurological conditions	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently shows they can apply knowledge in this knowledge guide to specialty practice (shows how)

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The curriculum is available on the RACP Online Learning website.		Make a self-assessment against each of the learning goals, refer to the learning opportunities outlined in your rotation plans as well as the expected standards for each goal in Appendix 1 .	Assess the trainee against each of the learning goals, refer to the expected standards for each goal in Appendix 1 .
	14. Spinal cord dysfunction	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently shows they can apply knowledge in this knowledge guide to specialty practice (shows how)
	15. Amputation of limb and prosthetics	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently shows they can apply knowledge in this knowledge guide to specialty practice (shows how)
	16. Musculoskeletal conditions	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently shows they can apply knowledge in this knowledge guide to specialty practice (shows how)
	17. Cardiac and respiratory conditions	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently shows they can apply knowledge in this knowledge guide to specialty practice (shows how)
	18. Adults with disabilities arising in childhood	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently shows they can apply knowledge in this knowledge guide to specialty practice (shows how)
	19. Rehabilitation of older people	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently shows they can apply knowledge in this knowledge guide to specialty practice (shows how)

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Learning goals			
Learning goals		Trainee Assessment	Rotation Supervisor Assessment
The curriculum is available on the RACP Online Learning website.		Make a self-assessment against each of the learning goals, refer to the learning opportunities outlined in your rotation plans as well as the expected standards for each goal in Appendix 1 .	Assess the trainee against each of the learning goals, refer to the expected standards for each goal in Appendix 1 .
	20. Rehabilitation of other specific conditions	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently shows they can apply knowledge in this knowledge guide to specialty practice (shows how)
	21. Pain	3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	3 - Knows how to apply the knowledge in this knowledge guide to specialty practice (knows how)
	22. Orthotics and footwear	3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	3 - Knows how to apply the knowledge in this knowledge guide to specialty practice (knows how)
	23. Spasticity and its management	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently shows they can apply knowledge in this knowledge guide to specialty practice (shows how)
Trainee comments			
Provide overall comments about your rotation period for your Rotation Supervisor to consider. These comments may also be viewed by your other supervisors and the Progress Review Panel.			
What did you do well during this rotation of training? I felt confident coordinating care in outpatient settings and leading case discussions that involved multiple providers across public and private settings. I became comfortable running clinics independently and appreciated the opportunity to contribute to discharge planning, especially for patients transitioning to private rehab or community support services.			
What could you do to improve in the future? I'd like to gain more experience managing complex community-based rehab plans, including shared care with GPs and private physios or OTs. I also want to further develop my understanding of billing, NDIS processes and how outpatient services function in private practice, as this will be essential post-fellowship.			

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<input checked="" type="checkbox"/> I have had the opportunity to discuss the content of this report with my supervisor(s).	
<input checked="" type="checkbox"/> I understand my obligation to complete the training requirements outlined in the relevant curriculum	
<input checked="" type="checkbox"/> I understand the College may share this information with current and future supervisors. This information may also be shared with other Training Committees if I'm a dual trainee or change training programs.	
<input checked="" type="checkbox"/> I understand my obligation to comply with the relevant College education policies.	
Date completed by trainee 1/10/2025	
Supervisor review Provide your feedback on the trainee's progress throughout the rotation. Your comments will be visible to the trainee, other supervisors, and the Progress Review Panel.	
What did the trainee do well during this rotation of training? Sofia demonstrated a strong grasp of patient-centred care and team coordination, which is essential in rehabilitation settings. She took initiative in case management and showed excellent leadership during outpatient clinics and discharge planning. Her ability to communicate with families, allied health, and community providers was a particular strength, reflecting her understanding of the broader rehabilitation landscape, including the importance of transitions to private and community-based care.	
What could they improve on in the future? As Sofia prepares for more independent practice, she would benefit from deeper engagement in service design and clinic workflow, particularly in navigating mixed public-private models of rehab care. Increasing her confidence in managing follow-up planning in private or GP-shared care settings would also support her readiness for fellowship.	
Has the trainee demonstrated the ability to plan and manage their learning and complete their learning and assessments in a timely manner? Yes	Is the trainee on track to meet the RACP's expected performance standard for the phase? Yes
Progression recommendation This trainee is progressing satisfactorily	

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Comments/Notes

General comments are optional, however if the progression recommendation is that a trainee is NOT progressing satisfactorily, please provide additional comments to support your recommendation.

Sofia is progressing well and meets expectations for the Specialty Consolidation phase. Her strengths in communication and leadership are highly valued in the outpatient-focused model of rehabilitation. Continued focus on systems-based practice and private sector readiness will be key as she advances.

☒ I have had the opportunity to discuss the content of this report with my trainee.

☒ I have discussed the trainee's progress with other supervisors if required.

Completed by

 Name: Xanthe Rahman
 Email: xanthe.rahman@health.nsw.gov.au

Date completed

13/10/2025

Additional supervisor assessment

Feedback and a progression recommendation has already been provided by another supervisor for this progress report. If you agree with their assessment of the trainee, please check the box below and provide optional feedback for the trainee and other supervisors to see.

 If you would prefer to complete your own assessment, use the [Additional Supervisor - Rotation Progress Report](#).

☒ Agree with the assessment and recommendation

Comments on recommendation (optional)

I agree with the recommendation to progress. Sofia has demonstrated excellent team leadership and a strong grasp of the real-world context of rehabilitation medicine. She managed outpatient clinics confidently and contributed meaningfully to discharge planning and coordination of care across public and private services. Her awareness of system navigation and patient transitions beyond the hospital is well developed for this stage of training.

Completed by

 Name: Samuel Price
 Email: Samuel.price@health.nsw.gov.au

Date completed

21/10/2025

Trainee reflection (optional)

Provide any comments or reflections relating to your supervisor's comments or the rotation in general.

Reflection

This rotation gave me valuable exposure to the reality of rehabilitation practice, particularly the role of outpatient clinics and transitions to private care. I enjoyed leading family conferences and

Date

22/10/2025

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case reviews, and I appreciated the team’s trust in allowing me to coordinate some of the more complex discharges. I’ve learned how vital it is to consider the patient’s journey beyond the hospital walls and I look forward to developing my confidence in managing community-based rehab planning.	
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— End of report —

[Instructions to submit this form](#)

Rotation Progress Report – Rehabilitation Medicine (AM) Appendix 1: Learning Goals

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		Progression criteria				Completion criteria
	Learning goals	Entry into training <i>At entry into the program, trainees will:</i>	Specialty entry <i>By the end of this phase, trainees will:</i>	Specialty foundation <i>By the end of this phase, trainees will:</i>	Specialty consolidation <i>By the end of this phase, trainees will:</i>	Transition to fellowship <i>By the end of training, trainees will:</i>
Be	1. Professional behaviours	Level 4 need to work on behaviour in 1 or 2 domains of professional practice	Level 4 need to work on behaviour in 1 or 2 domains of professional practice	Level 5 consistently behave in line with all 10 domains of professional practice	Level 5 consistently behave in line with all 10 domains of professional practice	Level 5 consistently behave in line with all 10 domains of professional practice
	2. Team leadership: Lead a team of health professionals	Level 1 be able to be present and observe	Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
Do	3. Supervision and teaching: Supervise and teach professional colleagues	Level 2 be able to act with direct supervision	Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
	4. Quality improvement: Identify and address failures in health care delivery	Level 1 be able to be present and observe	Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
	5. Clinical assessment and management of function: Clinically assess and manage the ongoing care of patients	Level 2 be able to act with direct supervision	Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
	6. Handover of care: Manage the handover of patient care between health care professionals, providers, and contexts	Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
	7. Longitudinal care: Manage and coordinate the longitudinal care of patients with chronic illness, disability and/or long-term health issues	Level 1 be able to be present and observe	Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
	8. Communication with patients: Discuss diagnoses and management plans with patients	Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision



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Know	9. Procedures: Plan, prepare for, perform, and provide aftercare for important practical procedures	Level 1 be able to be present and observe	Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
	10. Clinic management: Manage an outpatients clinic	Level 1 be able to be present and observe	Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
	11. Traumatic brain injury	Level 1 have heard of some of the topics in this knowledge guide that underpin specialty practice (<i>heard of</i>)	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (<i>knows how</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to patient care (<i>shows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)
	12. Stroke management	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (<i>knows how</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)
	13. Neurological conditions	Level 1 have heard of some of the topics in this knowledge guide that underpin specialty practice (<i>heard of</i>)	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (<i>knows how</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)
	14. Spinal cord dysfunction	Level 1 have heard of some of the topics in this knowledge guide that underpin specialty practice (<i>heard of</i>)	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (<i>knows how</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)



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	15. Amputation of limb and prosthetics	Level 1 have heard of some of the topics in this knowledge guide that underpin specialty practice (<i>heard of</i>)	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (<i>knows how</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)
	16. Musculoskeletal conditions	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (<i>knows how</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)
	17. Cardiac and respiratory conditions	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (<i>knows how</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)
	18. Adults with disabilities arising in childhood	Level 1 have heard of some of the topics in this knowledge guide that underpin specialty practice (<i>heard of</i>)	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (<i>knows how</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)
	19. Rehabilitation of older people	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (<i>knows how</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)



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	20. Rehabilitation of other specific conditions	Level 1 have heard of some of the topics in this knowledge guide that underpin specialty practice (<i>heard of</i>)	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (<i>knows how</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)
	21. Pain	Level 1 have heard of some of the topics in this knowledge guide that underpin specialty practice (<i>heard of</i>)	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (<i>knows how</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)
	22. Orthotics and footwear	Level 1 have heard of some of the topics in this knowledge guide that underpin specialty practice (<i>heard of</i>)	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (<i>knows how</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)
	23. Spasticity and its management	Level 1 have heard of some of the topics in this knowledge guide that underpin specialty practice (<i>heard of</i>)	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (<i>knows how</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)

