Table 3: Table of current evidence regarding relationship between clinical education and work readiness and other key publications

Paper	Setting /discipline	Education strategy	Measurement	Key Findings
Holmes 2010[13]	Canada OT 400 students	Traditional field placements	Competency Based Fieldwork Evaluation Scale	Student competencies increased with each placement Average competency scores exceeded entry level requirements by 1000 hours Competencies in areas of clinical reasoning, practice knowledge and facilitating change were, on average, not developed within the 1000 hours
Wimmers 2006[22]	Medical students	Traditional field placements	Practical and theoretical examination performance and evaluation of professional performance	Repetition of experiences and quality of supervision were more important for clinical competence development than overall volume of experience
Watson 2012[17]	Physiotherapy students 370 students	RCT of simulation to replace 1 week of clinical placement	Blinded assessment of student competency using Assessment of Physiotherapy Practice (APP) tool	Clinical competency was no worse in simulation group, therefore simulation can replace part (25%) of clinical time with real patients without compromising students' attainment of the professional competencies required to practise
Blackstock 2013[18]	Physiotherapy students 370 students	RCT of simulation to replace 1 week of clinical placement	Blinded assessment of student competency using Assessment of Physiotherapy	Part education using simulation satisfied clinical competency requirements, therefore simulation can replace clinical time in

			Practice (APP) tool	cardiorespiratory physiotherapy practice
Lekkas 2007[21]	Systematic review	Different supervision models	'student assessment'	No lone method was superior to any other (one-educator-to-one-student (1:1); one-educator-to-multiple-students (1:2); multiple-educators-to-one-student (2:1); multiple educators-to-multiple-students (2:2); non-discipline-specific-educator and student-as-educator)
Secomb 2008[19]	Systematic review	Peer teaching in clinical education	Many, including development of clinical skills, client confidence, student satisfaction, promotion of student leadership	Demonstrates potential for peer learning for health science students as difficulties in locating an adequate number of quality clinical placements increases
Sevenhuysen 2015[20]	Physiotherapy students 24 students 12 educators	Peer assisted learning in clinical education	Focus groups	Peer-assisted learning appears to reduce students' anxiety, reduce educator burden and build professional skills including collaboration and feedback
Van der Zwet 2010[23]	Medical students 155 students	Traditional field placements in general practice	Clerkship evaluation questionnaire to assess impact on learning	Quality of supervision key for learning in clinical placements
Merga 2016[15]	Recent health professional graduates 88 participants	N/A	Qualitative questionnaire responses	Self-reported gaps in graduate work readiness included caseload and time management, clinical administration skills, employability, lack of experience with high-risk patients and

				emergencies, insufficient practicum to transform theory into practical knowledge, conflict management, and stress management and reality shock
Walker 2013[14]	Recent health professional graduates 46 participants	N/A	Qualitative interviews	Areas of graduate unpreparedness included: ability to communicate with range of people, teamwork, ability to manage interpersonal conflict, seeking support

Table 4: Competency based assessments tools for allied health

Allied health discipline	Assessment tool	Status
Exercise Physiology	Criteria in development[24]	In development
Medical Radiation Science	Radiation therapy student clinical assessment form[25]	
Occupational Therapy	There are currently in use competency standards for occupational therapy graduates [26] SPEF-R (Student Practice Evaluation Form) is in use to evaluate students in occupational therapy professional practice placements[27]	In use
Physiotherapy	Assessment of Physiotherapy Practice tool, considered a valid measure of professional competence for physiotherapy students[28]	In use
Speech Pathology	COMPASS©: Competency Based Assessment in Speech Pathology , competency-based assessment tool designed to validly assess the performance of speech pathology students in their placements[29]	In use