Faculty of Health and Wellbeing

PRACTICE LEARNING HANDBOOK FOR THE
INTERPROFESSIONAL LEARNING PROGRAMME

2012 Validation

BSc(Hons) OCCUPATIONAL THERAPY
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1. An Introduction to the Placement Handbook for the Interprofessional Learning Programme at Canterbury Christ Church University

The Interprofessional Learning Programme at Canterbury and Medway is a programme of study leading to specialist preparation and professional registration in:

- Adult Nursing
- Child Nursing
- Medical Imaging
- Mental Health Nursing
- Midwifery
- Occupational Therapy
- Operating Department Practice
- Paramedic Science
- Social Work

This handbook provides an overview of the guidelines and policies that underpin practice learning within the programme and will introduce students and practitioners to the practice learning component of individual pathways.

Alison Eyden
Director of Undergraduate Interprofessional Studies

Sue West
Director of Practice Learning
2. Glossary of Abbreviations and Common Terms

<table>
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<tr>
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<td>Accreditation of Practice Placement Educators</td>
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<td>APT</td>
<td>Assessment of Practice Tool</td>
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<td>BAOT</td>
<td>British Association of Occupational Therapists</td>
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<td>CAIPE</td>
<td>Centre for Advancement of Interprofessional Education</td>
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<td>COT</td>
<td>College of Occupational Therapists</td>
</tr>
<tr>
<td>DH</td>
<td>Department of Health</td>
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<td>EPA</td>
<td>Evidence of Placement Achievement</td>
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<tr>
<td>HEI</td>
<td>Higher Education Institution</td>
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<td>HPC</td>
<td>Health Professions Council</td>
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<td>OAR</td>
<td>Ongoing Achievement Record</td>
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<tr>
<td>PLF</td>
<td>Practice Learning Facilitator</td>
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<td>PPE</td>
<td>Practice Placement Educator</td>
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<tr>
<td>QAA</td>
<td>Quality assurance Agency for Higher Education</td>
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<tr>
<td>SHA</td>
<td>Strategic Health Authority</td>
</tr>
<tr>
<td>VLE</td>
<td>Virtual Learning Environment</td>
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<td>WFOT</td>
<td>World Federation of Occupational Therapists</td>
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</table>

**Academic direction:**

This refers to the time spent by students working under the direction of academic staff. This may be direct classroom teaching, tutorials, directed study or, increasingly, through the use of a Virtual Learning Environment.

**Academic Placements Coordinator:**

An academic member of staff whose role is to work with the Adult Nursing Pathway Director, the Faculty Placements Group, Placement Management Team and the Learning in Practice teams to plan the placement experience, coordinate students’ placements and ensure that placement provision meets the needs of the student learning experience.
Accredited Practice Placement Educator:

An occupational therapist, or other professional, who has met the requirements of the College of Occupational Therapists Accreditation of Practice Placement Educators Scheme (COT, 2005)\(^1\).

Accreditation of Practice Placement Educators (APPLE):

A national scheme recognised by COT which allows those involved in placement education to demonstrate competence within their role against six learning outcomes.

Accreditation of Prior (Experiential) Learning (AP(E)L)

A process by which individuals can claim and gain credit towards a qualification, based on evidence of prior certificated learning or evidence of learning from past experience. Accreditation requires a process of assessment of evidence of prior certificated or experiential learning in order to confirm the validity of the claim.

APT

Assessment of Practice Tool

Assessor:

A qualified practitioner who has successfully completed formal preparation to support, facilitate learning and assess students attainment against the outcomes within the Assessment of Practice Tool.

Assessment of Practice Tool (APT):

The ‘APT’ is the name given to the assessment of practice tool. It has a common format across all professions and has been developed to meet the specific outcomes for the programme as supported by the professional bodies.

Blackboard

The Virtual Learning Environment (VLE) used by the University for learning and teaching materials, mediated discussions and communication.

CAIPE

“CAIPE is dedicated to the promotion and development of interprofessional education (IPE) with and through its individual and corporate members, in collaboration with likeminded organisations in the UK and overseas. It provides information and advice through its website, bulletins, papers and outlets provided by others, and has a close association with the Journal of Interprofessional Care” (www.caipe.org.uk)

\(^1\) College of Occupational Therapists (2005) Guidance on Accreditation of Practice Placement Educators Scheme (APPLE). London:COT
Common Learning Module

A module in the programme that is undertaken by all professional pathways and in which two or more professions learn together.

Competence

Describes the skills and ability to practice safely and effectively without further need for supervision.

Educational Audit

Regular assessment of the practice learning environment by appropriately qualified individuals, against minimum agreed criteria and standards.

Formative assessment

Formative assessment is an opportunity to identify strengths and areas for improvement in a student's performance (Cross et al, 2006)\(^2\) Although a date should be planned halfway through the placement for discussing and documenting the formative assessment, the provision of constructive formative feedback should be an ongoing process throughout the placement.

Health Professions Council

The regulatory body for Occupational Therapists and other professionals.

Interprofessional Learning (IPL)

"Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care" (CAIPE 2012)\(^3\). This can occur formally and informally in common modules and also in practice experiences.

Interprofessional Curriculum

A curriculum for interprofessional learning, similar to the emerging health professions framework, derived from the QAA benchmark statements of all participating professions in the Pre-registration IPL Programme.

Learning Contract:

An individual plan for learning developed by the student and continuously negotiated with the mentor that identifies goals, opportunities and action to be taken to achieve them.


Module

A component of the course occupying one sixth of the academic year. Each module is designed to utilise 60 hours academic direction and 140 hours student practice learning and independent study.

Module Leader

A member of academic staff who has the responsibility for ensuring that the content and delivery of a module meets the required standard and outcomes. The module may be a common learning module or a profession specific module.

Ongoing Achievement Record:

All placement documentation evidencing progress and the assessment of a student in a practice setting.

Objective:

An objective ‘identifies what a learner want to learn, how he or she will set about learning it, how and by whom the learning will be assessed and by what standards the performance will be judged’ (Cross et al, 2006)  

Pathway Director

The person responsible for the overall management of a particular pathway.

Personal Tutor

A student’s allocated lecturer whose role is to provide a supportive relationship throughout the programme. He or she will document the student’s progress in theory and practice and provide written summaries as required throughout the programme including the student’s end of programme reference. They will also facilitate the development of the students’ graduate skills.

Placement Co-ordinator:

A senior Practice Placement Educator in the practice setting who co-ordinates Practice Placements across a Trust, Organisation or Local Authority through liaison with the University Practice Placement Team.

Placement Resource File:

A file containing the information about the particular placement and its operational policies and procedures that contribute to the quality of practice education from the perspective of all stakeholders.

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Practice Learning/ Practice Education

Learning which takes place in the practice environment. This may be assessed through the measure of competence or in assignments. Students demonstrate their ability to integrate theory with practice and professional competence at their level of study (COT, 2008)\(^5\).

Practice Learning Facilitator:

Generic term adopted by the Interprofessional Pre-registration Programme to denote the practitioner assuming responsibility for the supervision, management and assessment of students’ work and learning during a placement/practice learning opportunity.

Practice Module:

An accredited work-based learning module managed through a three-way learning agreement where academic staff facilitate rather than teach students didactically, by regular practice visits and group tutorials.

Practice Placement Tutor:

A university based Health Professions Council (HPC) registered member of staff responsible for the organisation of all aspects of Practice Placement education in the undergraduate programme.

Practice Placement Office:

The section within the University with major responsibility to oversee the placement organisation and maintenance of quality student Practice Placements.

Pre-registration Programme

A programme of study, successful completion of which, leads to eligibility for registration with the General Social Care Council, the Health Professions Council or the Nursing and Midwifery Council.

Profession Specific module

A module undertaken by students studying a discrete pathway which equips them with the professional skills, knowledge and attitudes to practice competently.

Role Emerging Placement:

A practice placement in a settings where an occupational therapy service may not normally exist. (COT, 2006)\(^6\).

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Summative Assessment:

Summative assessment is comprehensive in nature and is used to check the level of learning at the end of a programme against the identified learning outcomes. Summative assessments count towards the final award at the end of the period of study. The placement summative assessment occurs at the end of the placement.

Supernumerary Status

Students are supernumerary which means they are part of the team but are extra to the staff complement. Whilst students are additional to the workforce requirements and staffing establishment figures they make a contribution to the work of the practice area.

Supervision

Supervision is a communication process between supervisor and student. The process enables the student to explore and increase knowledge and understanding of professional practice and to develop and apply Occupational Therapy skills and knowledge.

Supervision Log:

A formal written summary of supervision kept weekly that reflects progress, continued development of the learning contract/learning objectives and issues explored.

VLE

Virtual Learning Environment used for learning and teaching materials, mediated discussions and communication. The Programme team will use Blackboard VLE version 9.1.
3. Introduction to Interprofessional Learning Programme at Canterbury Christ Church University

3.1 Philosophy and programme themes
This programme aims to produce practitioners who are fit for practice, purpose and award and deliver high quality professional education. Our fourth generation of the IPL Pre-registration Programme will prepare graduates and diplomates for the dynamic health and social care environment. It will provide them with knowledge and skills relevant to their professional areas as well as the capability and capacity to work flexibly, collaboratively and with adaptability in contributing to new ways of working with colleagues in service provision.

Interprofessional working is not about blurring the boundaries between the professions and trying to create a generic worker. It is about developing professionals who are confident in their own core skills and expertise, who are fully aware of and confident in the skills and expertise of fellow health and care professionals, and who conduct their own practice in a non-hierarchical and collegiate way with other members of their working team, so as to continuously improve the health of their communities.

The interprofessional modules in this curriculum, that is the modules that pathways undertake with each other, are the same as the previous version of the IPL programme. They are based on a Collaborative Potential Framework (CPF). The values-based CPF philosophy has been derived from a range of policy and professional documents that regulate and frame the development of education programmes for professional practice in health and social care, together with outcomes from other projects in this field.

Developing collaborative potential in individuals should be the primary aim of an interprofessional curriculum. Emphasis on the development of collaborative potential in the individual practitioner contributes to effective collaboration between professions and agencies. It is important to acknowledge that interprofessional learning encompasses more than just the professions that are registered on the programme. It should also include service users, assistant practitioners, administrative staff and any other profession that the student may come into contact with for example education, police, housing, interpreters and so on.

3.2 Aims of the programme
The programme has been designed to meet the expectations, together with the subject knowledge and skills, set out in the QAA Benchmark Statements, the CCCU Undergraduate Academic Framework, standards of proficiency and other external reference standards relevant for specific professional pathways.

The aim for all students is to enable them to become confident, capable practitioners; fit for practice, purpose and award within their chosen profession, preparing them for work within a changeable environment.

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7 Colyer H, Jones I, Collaborative Potential (IPL) Curriculum Framework
Of fundamental importance in enabling students develop these skills will be the role of practice staff acting as mentors, practice educators, supervisors or practice learning facilitators guiding and supporting students during their development. Occupational Therapy tutors welcome the collaboration afforded by stakeholders and placement providers and see this as vital to the planning and delivery of the programme. The role of practice placement staff will be of fundamental importance in students realising success. Under the Code of Ethics and Professional Conduct (COT, 2010) Occupational Therapists have ‘a professional responsibility to provide regular practice education opportunities..’ and we welcome the opportunity in assisting relevant Occupational Therapy staff to meet this requirement by collaborating over student placement provision.

The aim of this handbook is to provide guidelines and information for Practice Learning Facilitators supervising, supporting and assessing students undertaking courses offered by the Faculty of Health in Christ Church University. It contains information to support you in your role including an overview of the Occupational Therapy pathway, role expectations, guidelines for the assessment process and further profession specific placement information. This handbook is intended to supplement Practice Educator training and update days.

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4. Introduction to the Occupational Therapy Pathway

The philosophy of the Occupational Therapy pathway reflects the core values and beliefs of the Occupational Therapy profession and the need for graduate Occupational Therapists to be fit for purpose, academic award, and first post. The pathway ensures graduates acquire the professional, academic and practical competencies to work (throughout their career) in a wide variety of settings that influence health and wellbeing.

Wilcock (2002)\textsuperscript{9} describes Occupational Therapy as “a synthesis of doing, being and becoming..... In combination doing, being and becoming are integral to occupational therapy philosophy, process and outcomes, and ... we may best utilize these in self growth, professional practice, student teaching and learning.”

The World Federation of Occupational Therapists defines Occupational Therapy as “a profession concerned with promoting health and well-being through occupation. The primary goal of occupational therapy is to enable people to participate in the activities of everyday life. Occupational Therapists achieve this outcome by enabling people to do things that will enhance their ability to participate or by modifying the environment”.

Occupational Therapists have a broad education that equips them with skills and knowledge to work collaboratively with individuals or groups of people who experience barriers to participation. A commitment to principles of equality and diversity is fundamental to occupational therapy philosophy and practice. Occupational Therapists believe that participation can be supported or restricted by physical, social, attitudinal and legislative environments. Therefore, occupational therapy practice may be directed to changing aspects of the environment to enhance participation.

Occupational therapy is a collaborative partnership and is based on a person centred approach. The wishes, goals and perceptions of the service user are central to the planned intervention and therefore help increase responsibility for choice, autonomy and control in the collaborative process. The service user has the right to make personal and independent choices about their life, as well as a suitable occupational balance. Occupational therapy values the rewards of a mutually respectful therapeutic relationship that takes place within a safe and supportive environment.

The fundamental tools for Occupational Therapists include activity analysis and the ability to grade and adapt, which they use with specialist reasoning throughout assessment, intervention and on-going evaluation to work with individuals, groups and / or communities.

Learning with and from other health and social care students aims to strengthen students’ understanding of their own and others contribution to the health and wellbeing of individuals, groups and communities and prepare them for practice with people in a wide range of environments.

\textsuperscript{9} A Wilcock (2002) Reflections on doing, being and becoming. \textit{Australian Occupational Therapy Journal} Vol. 46 Issue 1 pages 1-11
Practice education is an integral part of the learning process comprising 50% of the programme and its timing is critical to reinforce and enhance student learning. The University, service providers and students need to work in partnership to provide quality learning opportunities. Practice education should reflect the students’ level of training and offer the opportunity to consolidate, apply and reflect on learning gained in the educational setting as well as learning new knowledge and skills in a supported environment allowing them to demonstrate and achieve proficiency. This new knowledge and skills can be later drawn on in the education setting.

4.1 Aims of the Occupational Therapy Programme

The aim of this pathway is to reflect current developments in health and social care, and education in a manner that will equip Occupational Therapy students with excellent knowledge, attitudes, as well as key and profession specific skills. This will enable graduates to be confident, capable practitioners who can meet the changing needs of the people they serve, local employers, and the national and international agenda.

The graduate Occupational Therapist will be able to work in true collaboration with clients and their family / carers, as well as working in partnership, and effectively communicate, with other professionals. They will be able to work in different contexts across the lifespan with a strong understanding of the value of occupation. Graduates from the Occupational Therapy pathway will demonstrate sound leadership, management and delegation skills and be creative and environmentally aware demonstrating high standards of practice when working alone or with others in any setting.

The pathway has been designed to the subject knowledge and skills set out in the QAA Benchmarks: Occupational Therapy (2001). In addition, the design has actively taken in to account the Health Professions Council Standards for Education and Training (2009), Health Professions Council Standards of Proficiency: Occupational Therapy (2007) and the College of Occupational Therapists Pre-registration Education Standards (2008) and Curriculum Framework (2009).

4.2 Programme learning Outcomes–BSc(Hons)Occupational Therapy

On successful completion of the programme, students will be able to:

1. Critically analyse and demonstrate an advanced and detailed knowledge and understanding of the principles and theories relating to occupational therapy and occupational science within a broader international context
2. Critique and evaluate the use of occupation, as the primary therapeutic tool used by Occupational Therapists
3. Demonstrate in-depth knowledge of how theory relates to occupational therapy practice
4. Utilise skills to reflect on practice, evaluate and utilise the evolving evidence base to ensure effective practice, incorporate and utilise new technology in practice and the changing patterns of health and social care.
5. Demonstrate an advanced understanding of the person-occupation-environment relationship and the relationship of occupation to health through the conveying of ideas.

6. Confidently adapt work, leisure and self-maintenance activities and use them in a therapeutic way to help maximise participation.

7. Work collaboratively with people to carry out and apply the occupational therapy process of assessment, planning, intervention and evaluation.

8. Identify and consolidate lifelong learning through engagement in continuing professional development and quality improvement measures.

5. Occupational Therapy Pathway Structure

The occupational therapy programme consists of 18 discrete, but interdependent modules. During each year all students within the IPL programme (e.g. adult nursing; child nursing; mental health nursing; social work; paramedic science; radiography; operating department practitioners; and midwives) will study one Collaborative Practice module alongside students from the other pathways. The content of these Collaborative Practice modules supports all of the Occupational Therapy specific modules as collaboration is such an essential part of occupational therapy practice. All students within the IPL Programme will also study one generic Professional Development module in each of the three years which will progress their academic and study skills.

Table 1: Modules completed as part of the BSc (Hons) Occupational Therapy pathway

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Title</th>
<th>Pathway</th>
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<tbody>
<tr>
<td>4</td>
<td>Professional Development 1</td>
<td>All IPL</td>
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<tr>
<td>4</td>
<td>Collaborative Practice 1</td>
<td>All IPL</td>
</tr>
<tr>
<td>4</td>
<td>Foundations of Occupation</td>
<td>Occupational Therapy</td>
</tr>
<tr>
<td>4</td>
<td>Human Structure and Function – Part One</td>
<td>Occupational Therapy</td>
</tr>
<tr>
<td>4</td>
<td>Contexts of Participation</td>
<td>Occupational Therapy</td>
</tr>
<tr>
<td>4</td>
<td>Human Structure and Function – Part Two</td>
<td>Occupational Therapy</td>
</tr>
<tr>
<td>5</td>
<td>Professional Development 2</td>
<td>All IPL</td>
</tr>
<tr>
<td>5</td>
<td>Collaborative Practice 2</td>
<td>All IPL</td>
</tr>
<tr>
<td>5</td>
<td>Concepts &amp; Frameworks of Occupational Therapy</td>
<td>Occupational Therapy</td>
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<td>5</td>
<td>Describing Occupational Performance</td>
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<td>5</td>
<td>Enabling Occupational Change</td>
<td>Occupational Therapy</td>
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<td>5</td>
<td>Developing Skills for Practice</td>
<td>Occupational Therapy</td>
</tr>
<tr>
<td>6</td>
<td>Professional Development 3</td>
<td>All IPL</td>
</tr>
<tr>
<td>6</td>
<td>Collaborative Practice 3</td>
<td>All IPL</td>
</tr>
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<td>6</td>
<td>The Reflective Practitioner</td>
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<td>6</td>
<td>Promoting Participation in Occupations</td>
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<td>6</td>
<td>Occupation Focussed Practice</td>
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<td>6</td>
<td>Innovation and Entrepreneurship</td>
<td>Occupational Therapy</td>
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</table>

As can be seen from Table 1 for each year of the Occupational Therapy pathway there are 4 profession specific modules which run alongside the common modules.
Level 4 Structure

Level four of the programme has two modules which provide knowledge regarding occupational therapy theory and human occupation through the lifespan, and two modules that relate to the human being and how body structures and function can influence occupation.

These four occupational therapy specific modules are supported over the whole year by Professional Development 1 and the Collaborative Practice module. Students will undertake one 7 week placement in this year where they will develop confidence, begin to practice the application of theory and knowledge and strengthen their professional identity. The first profession specific module ‘Foundations of Occupation’ is completed before placement and links directly with the ‘Contexts of Participation’ module. The other module completed prior to placement (Human Structure and Function – Part One) gives students core knowledge regarding bodily systems and diagnostic conditions with further information provided after placement (in Part Two) on specific issues relating to body structures and function.

Level 5 Structure

Level five is designed to enable students to extend their knowledge, understanding and practice skills by careful integration of theory and practical skills, whilst being aware of the wider interprofessional environment and the need to support reasoning and decision making using evidence.

The progression through level five to level six of the course is linked with Wilcock’s (2002) description of Occupational Therapy of ‘doing’ and ‘being’ respectively. During level five students will spend more time looking at occupational therapy concepts and frameworks in more depth (developing the work completed in the two theory-based modules in the first year) as well as having opportunities within two modules to develop more reasoned and practical aspects of the occupational therapy process including information gathering, assessment, goal planning and treatment. The fourth module in this year will involve students in specific practical skills that they will be able to use within the remaining placements and also in their future careers.

At the end of this level students will complete a 9 week placement allowing them to consolidate and integrate the knowledge and skills that have been learnt in the collaborative and pathway specific modules.

Level 6 Structure

At level 6 the intention is to encourage students to develop their understanding of the complex nature and skills of an Occupational Therapist, and so modules, both content and learning, teaching and assessment strategies have been designed to develop critical thinking skills, reflective skills and business skills.
The ‘Promoting Participation in Occupation’ and ‘Innovation and Entrepreneurship’ modules will further extend knowledge and understanding gained at level 5 and during the previous placement.

The final 12 week placement will enable the consolidation of practice skills and facilitate the development of both competence and confidence in relation to current occupational therapy practice. It will provide opportunities to strengthen understanding and functioning of interprofessional and interagency roles within the health and social care fields.
Diagram 1 - Overview of Occupational Therapy Programme

Level 4
- Collaborative Practice 1
- Professional Development 1
- Foundations of Occupation
- Human Structure and Function: Part One
- Contexts of Participation
- Placement 1: 7 Weeks

Level 5
- Collaborative Practice 2
- Professional Development 2
- Concepts & Frameworks of OT
- Describing Occupational Performance
- Enabling Occupational Change
- Developing Skills for Practice
- Placement 2: 9 Weeks

Level 6
- Collaborative Practice 3
- Professional Development 3
- The Reflective Practitioner
- Promoting Participation in Occupations
- Occupation Focussed Practice
- Innovation and Entrepreneurship
- Placement 3: 12 Weeks
6. Occupational Therapy Practice Placement Structure

Placement learning opportunities occur throughout the three years of the programme and have been structured to reflect the students’ level of training and offer the opportunity to consolidate, apply and reflect on learning gained in the educational setting as well as learning new knowledge and skills in a supported environment allowing them to demonstrate and achieve competence. This new knowledge and skills can be later drawn on in the education setting.

Practice education continues to be central to the curriculum as a means of achieving the programme outcomes, namely fit for purpose, fit for academic award and fit for first post.

Students will be required to complete three practice placements as part of the programme. At level 4 there is a 7 week placement half way through the academic year, at level 5 a 9 week placement at the end of the academic year and at level 6 student undertake a 12 week placement towards the middle of the academic year.

Table 2: Pattern of Practice Placements

<table>
<thead>
<tr>
<th>Practice Placement One</th>
<th>7 weeks</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Placement Two</td>
<td>9 weeks</td>
<td>Level 5</td>
</tr>
<tr>
<td>Practice Placement Three</td>
<td>12 weeks</td>
<td>Level 6</td>
</tr>
</tbody>
</table>

The placement pattern provides 28 weeks of practice placement offering students 1050 supervised practice hours which conforms with the minimum requirements of 1000 hours (WFOT 2002). A working week is considered to be 37.5 hours. The hours should be authorised by the practice educator for each week of the placement as part of the supervision process (Appendix 1).

In order to support this structure collaboration is required between the Occupational Therapy pathway, students and the placement providers or other stakeholders. Placement providers and students will have available this Placement Handbook outlining learning outcomes, assessment and expectations of all relevant parties before, during and after the placement. The handbook has been written to assist both Practice Educators and students in understanding the requirements of and for placement. These and other relevant practice placement resources are made available to students and practice educators at placement preparation, training events and via specific Blackboards.

Placement arrangements for students are in keeping with the guidance laid down by College of Occupational Therapists Pre-registration Education Standards (COT 2008) and, together with the acquisition of knowledge and theory at University will enable student

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graduates to meet the standards of Proficiency laid down by the HPC (HPC 2007)\textsuperscript{12}. The provision of placement also meets the requirements of the QAA (2007)\textsuperscript{13}.

New placement areas are continually being sought to allow students to experience the diversity of work undertaken by Occupational Therapists. This includes areas where there is no occupational therapist employed. The remit of this type of placement is to explore the potential role of occupational therapy in the setting and within the profession. This type of placement offers new and innovative ways of working and may lead to employment prospects (Duncan, 2009)\textsuperscript{14}. These placements are carefully planned in conjunction with University staff, student(s) and the organisation. Students may undertake this type of placement at level 5 or 6. During their training students would only undertake one ‘role emerging’ placement. The occupational therapy pathway has significant experience of this type of placement and students have successfully engaged in a variety of environments including schools, residential and nursing care, prison services and with homeless people.

For ‘role emerging’ placements formal supervision is provided by an off-site occupational therapist either employed by the University or a local practitioner working in a related field. The student is formally assessed by the occupational therapist using the Assessment of Practice Tool. On site supervision is carried out by an identified person(s) who have attended Practice Educator preparation training or for those who have attended a similar training within their own profession occupational therapy update training is recommended.

7. Placement Processes

7.1 Role of Placement Team

Occupational therapy practice placement experiences are sourced by the placement team on behalf of the students by the University. For students funded by South Coast SHA there is direct liaison with identified placement coordinators within each organisation via regular mailings, newsletters, telephone calls. Placements for students funded by NHS London (NHSL) are secured via The Placement Management Partnership. This is a joint venture between 10 participating universities, in which student placements for 7 allied health disciplines are managed. Placements are organised centrally via an online system, where NHSL students are matched by the University to placement offers.

Timely notification of placement availability from practice areas is crucial to assist in the appropriate matching of students to placement areas and for both student and Practice Educator preparation. Effective partnership working is therefore vital to this process.

Practice placement is not intended to prepare a student for a specific first post but rather offer them the opportunity to gain a range and diversity of experience to enable graduates

\textsuperscript{12} Health Professions Council Standards of Proficiency Occupational Therapists (2007). HPC:London

\textsuperscript{13} Quality Assurance Agency (2007) Code of Practice for the Assurance of Academic Quality and Standards in Higher Education Section 9 Work-based and placement learning

\textsuperscript{14} E. Duncan (2009) Skills for Practice in Occupational Therapy. Churchill Livingstone
to meet the standards of proficiency as laid down by the HPC (HPC, 2007). The allocation processes will therefore consider the type of learning opportunities being made available for each student so as to offer an appropriate breadth of experience.

To facilitate this process the following criteria are used:

- Up to 1.5 hours travel each way can be expected
- Students may be required to live away from home/term time address
- Funding region (South Coast or NHSL)
- Availability of placements
- Identified learning needs

Once placements have been organised and confirmed, they are posted onto Blackboard so that students can see where they have been allocated. Whilst the placement team will notify both students and practice educators of the placement allocations a minimum of 2 weeks prior to the start of the placement, they will endeavour to make this notification 4 weeks prior to the start of placement.

The team also request hospital accommodation (where available and indicated) and are responsible for sending travel and accommodation expense claims to the Student Grants Unit for reimbursement.

7.2 Factors affecting placement

Occasionally factors happen in practice that can affect placement allocation. For example the availability of the Practice Educator may be reduced, the placement may be re-located or re-organised. If this occurs, an action plan will be initiated by academic placement staff and the placement office team will keep all parties informed.

7.3 Requests for change of placement

Once placements have been posted, changes will only be made in extenuating circumstances and with the written consent of the placement lead. Request forms can be found on Blackboard under policies and guidelines. Examples of extenuating circumstances are:

- A close relative currently works in the placement area
- The student has experienced a recent, personal bereavement in the placement area
- The student has recently been / or is undergoing treatment in the placement area
- The student is involved in litigation with the placement area.

7.4 Review of Placement Allocation

On some occasions it may be necessary to review a student’s placement allocation, for example due to:

1. Reasons related to the student

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2. Reasons related to the practice educator

3. Reasons related to the placement.

Where this is indicated the University guidelines found on Blackboard will be used to review the placement experience using professional judgement to interpret the guidelines and situation in a collaborative manner to determine appropriate action.

7.5 Accommodation

Where available, hospital accommodation can be requested. However students should be aware that depending upon demand requests may not always be successful. Under these circumstances students will need to arrange bed and breakfast accommodation and claim costs back from the Bursary Unit (if eligible) or travel to placement.

7.6 Claiming Placement Expenses

All students can expect to travel up to 1.5 hours to their placements to ensure that a full range of practice placement experiences are achieved.

Students in receipt of an NHS Bursary they may be eligible to claim back travel and/or accommodation costs incurred whilst on placement. The guidance notes on the Placements Office website provide more details. Completed claims should be submitted to the Placements Team who will forward them to the NHS Student Bursaries to be processed.

8. Professional Requirements for Placement

8.1 Professional Conduct

Students are required familiarise themselves with and to abide by the Code of Ethics and Professional Conduct as defined by the College of Occupational Therapists (2010)\textsuperscript{16} and the student procedures of Canterbury Christ Church University during their education programme. The University and practice placement partners have a duty to ensure that only students who meet the requirements for fitness to practice are recruited to and graduate from the programme.

Students should conduct themselves and undertake agreed work in a manner commensurate with their student status, respecting the rights of service users and their families. Students are responsible for identifying their limitations to the Practice Educator and not to work outside their level of competence.

The Health Professions Council has written guidance for students to help them understand these issues: ‘Guidance on Conduct and Ethics for Students’ (HPC, 2009)\textsuperscript{17}.

8.2 Unprofessional Conduct


\textsuperscript{17} Health Professions Council (2009) Guidance on Conduct and Ethics for Students HPC:London
Unprofessional conduct is viewed extremely seriously and will be dealt with in line with Canterbury Christ Church University guidelines and the College of Occupational Therapists Code of Ethics and Professional Conduct (COT 2010)\(^\text{18}\) and may result in the termination of the student’s education. Examples of unprofessional conduct may include failure to remedy unsafe practice when it has been brought to their attention, crossing professional boundaries, violent or aggressive behaviour and incapacity to work due to the influence of illegal drugs or alcohol.

8.3 Equality and Diversity

Whilst in placement students will meet people from diverse cultures, religions and those whose value base differs from their own. At all times students are expected to respect the rights and individuality of each person.

8.4 Confidentiality

Students must be familiar with the Code of Ethics and Professional Conduct (COT 2010) and their obligations to safeguard confidential information. They should ensure that they understand what information can be shared and with whom.

Service users must never be discussed outside of the placement and anonymity of individuals, organisations and staff must be maintained when completing placement related work or academic assignments.

Any breach of confidentiality will be viewed extremely seriously and will dealt with in line with University policies and procedures.

8.5 Informed Consent

Students should be aware that they must always seek consent for their participation with service users and will need to evidence this as part of their placement.

8.6 Professional Relationships

Students should never arrange to meet patients / service users socially either during placements or after the placement has finished. The student should aim to develop professional relationships, this means being friendly rather than becoming friends.

Students should also be aware that they are not allowed to accept personal gifts from patients, their families or friends.

There is an opportunity for patients / service users / relatives to comment on the students’ participation in the Supervision Log.

8.7 Accountability and responsibility

Part of being a professional is being aware of personal limitations. It is essential that students do not undertake any intervention beyond the level of expectation for their stage

of training or not agreed with their Practice Educator. It is appreciated how important it is for students to feel useful when in placement, but this must not be at the expense of service user safety.

Throughout their education students will work under the supervision of a qualified practitioner. This means that student practice will always be observed until it is deemed safe that they can work with less direct supervision.

Practice Educators are accountable for their delegation decisions. However, students are responsible for their own actions and therefore if a student does not know how to do something, it is important that this is explained to the supervising practitioner.

As students’ progress through the programme, they may be risk assessed to undertake lone working. This will be subject to patient / service users consent and the practice educator’s judgement that they are competent to do so. (See 8.9.3)

8.8 Service User Safety

Service user safety is everyone’s responsibility

Service user safety is concerned with reducing the likelihood of patients suffering harm as a result of their contact with health and social care services. It is recognised that human error and work processes can lead to service users suffering harm or being put at risk (NPSA 2004). Risk management, incident reporting and learning lessons form part of the strategies NHS and other organisations have introduced to measure, monitor and improve service user safety. To reduce risk, organisations are required to provide staff with evidence based policies and procedures to follow, regular appraisal, training and education to meet the needs of services and support to improve service delivery to meet individual needs. Equally staff are required to abide by their employment contract and (if applicable) professional codes of conduct.

A service user safety incident is defined by the National Patient Safety Agency (NPSA) as: ‘Any unintended or unexpected incident, which could have or did lead to harm for one or more patients receiving NHS care’.

and includes:

- Incidents that you have been involved in;
- Incidents that you may have witnessed;
- Incidents that caused no harm or minimal harm;
- Incidents with a more serious outcome;
- Prevented service user safety incidents (known as ‘near misses’)

Incident reporting is encouraged and an open and fair culture (NPSA 2004) promoted within the NHS. Incidents are investigated locally by the manager, at organisation level by the appropriate service user safety expert and nationally by the national patient safety
These Root Cause Analysis (RCA) investigations aim to identify systems and processes that increase the potential for human or other errors to occur. Once the lessons learnt are identified they can be shared and actions can be taken locally, organisationally and nationally to change the systems and processes to reduce risks to service users and to increase service user safety.

Staff, students, service users and the public is actively encouraged by NHS organisations to report any concerns they have. Students on placement have a responsibility to work within their competence, follow the organisation’s and university’s policies and procedures, complete any training the organisation requires and discuss concerns they have about practice with their practice educator, senior staff/service user safety expert and link lecturer/personal tutor. NHS organisations aim to develop a service user safety culture that is open and fair (NPSA 2004), in order to promote incident reporting and to share learning. However, it is recognised that it is sometimes difficult to report incidents. Incidents and near misses that students are involved in or witness in practice must be reported to the placement organisation and university. The organisation and the university will support the student through this process, so lessons can be learnt and patient safety improved.

Websites: [http://www.npsa.nhs.uk](http://www.npsa.nhs.uk)

8.9 Adherence to policies and procedures

Students must adhere to the organisations policies and procedures at all times. Some specific examples include:

8.9.1 Moving and Handling

Students must complete mandatory Moving & Handling training prior to commencing their first placement and annually thereafter. Students must comply with the organisation’s policies and procedures related to moving and handling.

Students must only participate in Moving & Handling procedures that comply with the safe principles they have been taught. Students should be aware who in their placement could advise them on Moving & Handling issues as necessary.

Students have the right to refuse to participate in Move and Handling activities that do not conform to techniques taught at either the University or host organisation.

8.9.2 Infection Control

Students must complete mandatory infection control training prior to commencing their placement and annually thereafter. Whilst on placement local policy must be followed at all times.
8.9.3 Lone Working

University guidelines have been developed to inform lone working for students and should be considered in line with local policies. These guidelines bring to the student and Practice Educator’s attention the specific risks associated with lone working. The guidelines outline the measures that it is necessary to take in order to manage the risk present where staff find themselves working alone.

Students should familiarise themselves with the Lone working guidelines that can be found on the Placements Information Blackboard under Policies and Guidelines. The same guidance is available to practice educators on their Blackboard.

The Placement Educator will exercise discretion when selecting a home visit/community work that will involve students. This will consider the ability and experience of the student, the nature of the intervention and the level of responsibility required.

The Practice Educator should make available and the student be responsible for familiarising themselves with all local procedures relating to a home visit/community working for example lone working, managing violence and aggression. The student and Practice Educator are responsible for ensuring that all procedures relating to the home visit/community working are followed. These include:

- Practice Educator remaining responsible for the students practice whilst on an unaccompanied home visit/community working.
- Before making unaccompanied visits/community working the student has had the opportunity to experience the same or very similar interventions with the Practice Educator or other staff as appropriate,
- Carrying out a full risk assessment to include recording details of the intended visit, including route, mode of transport, expected duration of the visit.
- Discussion prior to the visit exploring anticipated issues, determine boundaries of student responsibility and possible actions
- Recording the return of those involved in the home visit.

8.9.4 Smoking

Students must follow the local policy for smoking within the practice setting during placements.

8.9.5 Mobile Phones

Students should turn their phones off whilst on placement, unless they are required to use it for contact with patients / service users or their Practice Educator or other nominated staff member. Personal messages and voice mails should be accessed at break times only.

**Students must not take photographs using camera phones or other similar devices of patients / practice areas etc. while in placement.**
8.10 Good Health and Good Character

8.10.1 Health Clearance

Students undergo an occupational health check upon joining the programme and are not able to commence their first placement until clearance has been given from the Occupational Health department. Delays in being cleared may delay commencement of placement. Additionally, prior to each placement students are required to complete a declaration indicating there being no change to their health status (Appendix 2). Where indicated students are referred to the University occupational health doctor for advice and clearance. Students are encouraged to give Practice Educators information about health matters which they believe may affect their performance whilst on placement to ensure they receive the appropriate support. Failure to notify the practice educator of health or personal problems that may affect safety to practice could lead to a student failing the placement.

8.10.2 Immunisations

For their own protection students must complete all of 4 stages of their immunisation programme for Hepatitis B. This involves 3 vaccinations and a blood test. Students should be aware that they will be responsible for funding the completion of their immunisation programme if they fail to attend appointments planned for them and that they must do this prior to completion of their year 2 declaration of Good Health and Good Character.

8.10.3 Accidents and incidents in practice

Students who are involved in accidents or incidents in practice that result in organisational reporting mechanisms to be initiated must have the relevant section of their ‘Health Passport’ completed and inform the placement lead. Copies of any incident / accident forms should be submitted to the personal tutor for inclusion into the student file.

In the event of any other emergency whilst on placement students are to inform their Practice Educator who will deal with the immediate situation. The Practice Educator should document the problem and the proposed solution. The practice placement team should be informed and appropriate action taken.

8.10.4 Reasonable adjustments

The Faculty is committed to supporting students with additional needs in both the University and Practice setting. The guidelines for the process followed can be found under ‘Policies and Guidelines’ on the Placements Blackboard.

A placement will be allocated to the student giving due regard to the needs of the student. In collaboration, and through consultation the student’s needs will be discussed with the student, Practice Educator and University to reach an agreement regarding reasonable adjustments that can be made to the placement setting whilst allowing the
student to satisfactorily achieve the required proficiencies without compromising their learning experience. This will be documented in the placement learning support plan. Both student and Practice Educator would have close contact with the practice placement tutor to monitor and ensure effectiveness of adjustments that have been made.

8.11 Criminal Records Check

Students undergo enhanced criminal record checks prior to commencing the programme and have their own copy of the processed disclosure form. **Students must keep their clearance notification in a safe place and may be asked to produce it for their practice setting prior to the start of a placement.** In addition prior to each placement students complete a declaration indicating there being no change to their original disclosure (Appendix 2). Any placement that deems it necessary to carry out their own criminal record check on a student should follow the procedure normally used by their organisation for carrying out checks on other staff.

The University is not responsible if the student loses their paperwork/disclosure.

9. Attendance

9.1 Hours

Students must complete a minimum of 1000 passed placement hours to complete their degree and to be eligible to apply for registration with HPC. The hours completed for each passed placement are recorded on the record of hours sheet and verified by the Practice Educator (Appendix 1). A working week is considered to be 37.5 hours. The hours should be monitored by the Practice Educator each week as part of the supervision process. Practice placement hours that can be counted are:

- Time spent directly working with service users
- Indirect time related to service users e.g. completing documentation, attending case conferences
- Attendance at meetings
- Half day per week study time if used in relation to the placement e.g. written reflections
- Practice placement visit from University staff or attendance at mid placement tutorial
- Attendance at lectures/tutorials within placement environment
- Travel undertaken as part of the placement requirements e.g. to and from a home visit
- Attendance at half day student led seminar as part of collaborative practice modules

Failed placement hours cannot be counted towards the minimum requirement of 1000 hours.
9.2 Reporting Absence

Attendance on practice placement is compulsory and failure to attend will be treated seriously and investigated in accordance with the University procedures. Students must complete a minimum of 1000 hours on practice placement and absence will seriously jeopardise a student being able to achieve this.

Non-attendance on placement due to ill health should be reported to the Practice Educator in line with local policy. In addition the non-attendance should be reported to the placement office and via the normal University reporting mechanisms. Self-certificates and/or a doctor’s certificate must be presented to the University in the manner indicated in the Student Handbook.

Accrued practice placement hours are closely monitored by the placement team and personal tutor. A shortfall in hours at any stage will be made up as soon as is possible through negotiation with the Practice Educator and student. For example students may be able to work a longer day for part of a placement or will have additional hours added to their next placement.

9.3 Unauthorised Absence

Unauthorised absence, which is not sick leave, is considered to be unprofessional behaviour that reflects negatively on the student in terms of their professional values and respect for the team they are working with.

Any unauthorised absence must be reported immediately to the Placements Office by placement staff. They will in turn inform academic staff and this will be documented.

Lateness and poor time keeping is also considered poor professional behaviour and will be taken into account during the assessment process.

Students should be aware that this form of unprofessional conduct could lead to a fail in practice, referral to Fitness to Practice panel or disciplinary action in University.

9.4 Annual Leave

Annual leave is pre-set at the start of the programme. Students are not allowed to make arrangements with individual placement areas to exchange placement time with annual leave time or vice versa.

9.5 Study Leave

Students should have half a day per week study time. Where agreed they may take this as one day per fortnight. Study leave should always be jointly negotiated between the student and Practice Educator in a manner to optimise learning.

Practice areas are made aware of study days students are required to attend at University prior to placement and these are available on the Practice Educator Blackboard. Students
should also ensure their Practice Educator is aware of this planned leave at the beginning of their placement.

9.6 Compassionate Leave

If a student receives distressing news during their placement, the Practice Educator should do their best to ensure the student gets home safely. They must also inform the Placement Lead and the student must contact their personal tutor / Year Lead to discuss compassionate leave arrangements.

10. Insurance issues

10.1 Professional Indemnity

All students are encouraged to take professional indemnity insurance through membership of their professional body (College of Occupational Therapists) or a union.

Students should be aware they when under supervision their Practice Educator is accountable for their delegation decisions.

Any student who takes themselves outside of their supervision or the boundaries of their student role and competence are putting themselves and the people they are working with at risk. Under these circumstances students are considered to be ‘reckless’ and would not be covered under the placements liability insurance.

10.2 Car Insurance

Students should be aware that travel to placement is considered to be a commute and is covered by normal car insurance. If students are required to travel to another site or in the community in their own transport this is considered a business journey and as such requires restricted business use insurance.

Any student who has fully comprehensive insurance will find that requesting this change to their policy is unlikely to incur an additional cost, it may well cost extra for students who have 3rd party insurance policies.

Students who do not have restricted business insurance will not be covered in the case of an accident.

All health care students are advised that they must not transport service users / carers in their cars.

The Practice Educator should give the student prior notification of how the car is to be used as part of the working day.

10.3 Personal Property

Students are advised that their personal property is not covered when in placement accommodation and they should ensure that the Insurers of their primary home are aware of their change of address.
11. Personal Presentation

11.1 Time keeping

Students are expected to arrive promptly for the start of their working day, for appointments and to return from breaks at the time agreed with their Practice Educator. Poor time-keeping is considered to be unprofessional behaviour and will be taken into account during the assessment process.

11.2 Professional dress and appearance

Students should adhere to the faculty guidelines on dress and appearance which can be found on the Placements Information Blackboard under ‘Policies and Guidelines’. These guidelines are intended to explain to students the rationale for the expectations placed upon them and also clarify University expectations that students will adhere to the policies of their host organisation.

11.3 Body language and interpersonal skills

Students should be aware of how they present themselves in their placement. The Faculty expects students to be polite and use professional language at all times. It is important to be aware of our body language and how this makes us appear to others.

11.4 Readiness to learn

The prime role of the student in placement is to learn the practice of their profession. To make the most of placement experience students will need to attend and be ready to make the most of the opportunities available to them. Portraying an interest and enthusiasm for the experience and potential learning opportunities and be ready to make notes and ask questions at appropriate times is a pre-requisite.

11.5 Role of the student in placement

The student is expected to be active within both the mentor-student partnership and the team they are placed with. It is important for the student to contribute to the work of the team and feel that they are part of it. Quality clinical learning time is essential if the student is to be enabled to apply theory within the practice setting and internalise (Andrews, Roberts 2003) professional practice. An important aspect of this process is exposure to expert role models who can actively involve students in practice and challenge their skills, knowledge, understanding and approach in a safe environment. Through having a practice educator the student should be enabled to identify their learning needs and strategies available within and outside of the placement to meet them.

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The student will:

- Act professionally at all times during the placement experience
- Review and utilise previous placement's learning to inform subsequent placements
- Attend placement preparation sessions and appropriately prepare for the placement experience
- Liaise with personal tutor and placement tutor to ensure awareness of issues that may impact upon placement and affect performance are known and to ensure a balance of placement experiences
- Contact the Practice Educator once informed of allocation to introduce themselves and request relevant information
- Take advantage of learning opportunities and contribute to and review the Learning Contract on a weekly basis
- Disclose any special needs or disability in order that reasonable adjustment can be made by the placement provider
- Comply with placement policies and procedures
- Complete University placement paperwork
- Attend their placement hours and when this is not possible due to unforeseen circumstances use University procedures to inform of absence
- Agree with the Practice Educator ground rules and expectations for their working relationship
- Understand the expected outcomes for their placement and the competencies they need to achieve
- Be aware of the placement environment and take advantage of the learning opportunities available
- Actively participate in formal and informal supervision and show an ability to accept and respond to feedback, formulate a learning contract relevant to stage of training and placement setting and evaluate own progress
- Identify their own personal learning needs by asking appropriate questions and working towards achieving identified learning objectives in collaboration with the practice educator
- Assess their own progress and discuss it with their Practice Educator
- Participate actively in their assessment process and provide written evidence of learning and achievement
• Always work within their limitations, policies, guidelines and their professional codes.
• Contribute to the quality monitoring of placements
• Increase understanding of and promoting roles and functions of occupational therapists
• Increase understanding of and respect for the roles and functions of other team members

12. Roles and Responsibilities

The role of the mentor (Practice Educator) is vital (NMC, 2008). The guidance and support provided by mentors to students is crucial to the success of the placement and standard of the future professional (COT 2008). Within these standards a number of key roles in relation to mentoring students have been identified. These include:

➢ Socialising the student into the clinical area and developing a relationship conducive to learning
➢ Understanding how students learn
➢ Planning and facilitating the learning experience
➢ Contributing to the overall effectiveness of the learning environment
➢ Reviewing student progress
➢ Evaluating the learning experience with the student and
➢ Reflecting on and developing own performance

12.1 Practice Placement Team

The Practice Placement Team within the University comprises of academic and administrative staff whose role is to arrange placements for students, which will meet their educational needs. They are the first point of contact for things related to placements. Duties include:

1. Liaison with service practice placement coordinators to obtain sufficient numbers and range of practice placements

2. Identification of new placement opportunities ensuring appropriate preparation prior to engagement with student education

3. Liaison with personal tutors and students directly to arrange a balanced programme of placements as well as fulfilling the requirement to have at least 1000 hours of practice placement experience

4. Monitoring the quality of practice placements reporting to relevant internal and external forums

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5. Monitoring and reviewing the educational audit of placement areas (Appendix 3)

6. Liaison with Practice Educators to arrange placement details for students

7. Liaison with administration staff in relation to the allocation of practice placements for students to ensure an appropriate mix and breadth of experience and learning opportunities and to give both students and practice educators a minimum of 2 weeks’ notice of the allocation

8. Liaison with students and Student Support Services to Complete, disseminate and implement Placement Learning Support Plans where need has been identified

9. Preparation of students including pre-placement briefing, reorientation and debriefing of students

10. Organisation of learning programmes to allow practice staff to prepare for and be supported in the role of Practice Educator and for existing educators to maintain their status as an educator

11. Arranging and monitoring placement visits and support mechanisms for students and Practice Educators before, during and after placement

12. Offer ongoing support and problem solving to students and Practice Educators in relation to learning challenges and other placement issues

13. Liaison with the programme team on issues relating to practice placements (COT 2008)

12.2 Placement Coordinator

The placement coordinator is a named practice based member of staff who coordinates placements within a defined area. The exact duties may vary according to the organisation for which the coordinator works but may include:

1. Liaison with University/placement office and distribution/circulation of practice placement information and requests for placements

2. Liaison with Practice Educators and potential educators in order to obtain placements to meet the minimum 2 week notice of allocations for students and educators alike

3. Coordination of placements and support of students and Practice Educators

4. Ensuring learning facilities and resources are up to date, appropriate and demonstrate that the placement is within an organisation committed to lifelong learning

5. Participating in and ensuring regular audit of placement areas

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12.3 Practice Educator

The Practice Educator is a practice-based member of staff usually with a minimum of one year’s experience as an occupational therapist, who facilitates the students’ learning experience and progress throughout the placement. Duties include:

1. Liaison with the placement coordinator and placement tutor to arrange practice placements for students to meet the minimum 2 week notice of allocations

2. Planning the placement to ensure a welcoming environment including informing colleagues, re-arranging workloads, arranging facilities and determining learning opportunities available

3. Provision of pre-placement information including hours of work, dress code, working hours, recommended reading and any information requested by student (Appendix 8)

4. Provision of an induction programme to introduce student to work area and design of a programme of student activities each week relevant to stage of training including allocated study time and formal supervision (Appendix 9).

5. Provision of informal and weekly formal supervision opportunities, taking into account student learning style and particular needs, and offering constructive feedback and guidance on strengths and areas to be worked on

6. Being fully conversant with the aims and objectives of the placement, student assessment procedures and assignment expectations

7. Completing formative and summative assessments of student proficiency in consultation with the student, and other quality assurance paperwork as required by the University in a timely manner

8. Offering a positive and comprehensive learning environment to enable student development in core proficiencies

9. In collaboration with student to help identify and meet agreed learning objectives relevant to stage of training and student needs

10. Contacting University where student gives cause for concern or where difficulties arise between student and Practice Educator that cannot be resolved

11. Keeping up to date with the University’s programme and regularly update knowledge and skills required as a Practice Educator and practitioner in line with continuing professional development

12. To ensure that assessment decisions are the outcome of informed, evidence based judgements and clearly explain these to the student

13. To be aware of, and question the use of, authority and power in the student supervision and assessment relationship.

14. Acting as a role model for students
13. Assessment

13.1 Assessment of Practice

All practice placements are assessed on a pass/fail basis. Students are assessed by the designated Practice Educator using a proficiency based tool. A separate Assessment of Practice Tool is used for each placement with proficiencies relevant to the stage of training and the academic work completed (Appendix 4). An overview of placement expectations is given to indicate student progression (Appendix 5). A learning contract is used to relate the proficiencies to the specific learning environment and the student’s identified learning needs (See 15.4).

Summative assessment should be completed by the Practice Educator a few days prior to the completion of the placement.

Formative assessment is completed at the midpoint of the placement on a met/not met basis. At the half way and final stage of the placement the student is expected to self evaluate, grade and comment upon their performance.

All proficiencies within the assessment grid carry equal weighting. If a student does not achieve a pass grade for one or more of the proficiencies they will be deemed to have failed the placement.

If a student is found to be not meeting the proficiency requirements for a placement the Practice Educator should discuss this with the student as soon as possible providing clear guidance on expectations. Should the student not satisfactorily respond the practice placement tutor at the University should be contacted for advice and/or a possible placement visit.

A failed practice placement may be repeated once and should ideally be carried out in a setting of a similar type. Students are not permitted to carry a fail in practice placement and must successfully complete placements at each level of training before progressing onto the next. This may result in students trailing a placement.

13.1.1 Assessment of Practice Tools (APT)

A common framework Assessment of Practice Tool has been developed for all pathways on the interprofessional learning programme and has been in use since 2004. These are contextualised to profession specific and interprofessional requirements and have proved useful to both Practice Educators and students, offering clear indications about the stage that the student is at and what then has to be achieved in order to pass the placement. Validity was addressed by the consultation of Practice Educators in the development of the tool and by the monitoring and evaluation of its use. Practice Educator study days have been used as a forum for discussion to ensure consistency and reliability of use. Practice
placement visits by academic staff have provided opportunity to further monitor the use of the assessment tool and this will continue but will also include monitoring by the telephone contact. Placement moderation further informs this tool and all placement documentation (See 17.4).

13.2 Guide to Assessing Students Progress

Students develop over the period of the programme as they begin to integrate knowledge, skills and attitude within practice based experiences. As students progress their learning and supervision needs will change and mature according to their level of development.

Appendix 6 provides guidance on determining student progress.

13.3 Withdrawal from Practice Placement

Students who self-withdraw from placement will be deemed to have failed the placement.

Where a student is failing a placement, and when despite remedial action having been taken, it is clear that the student is unable to meet the required level of proficiency in the time remaining, the student may be withdrawn from the setting by the placement tutor or other member of academic staff. This would be after discussion with the student, Practice Educator and University Occupational Therapy Pathway Director. Withdrawal under such circumstances would normally constitute a failed placement.

Any breaches of the Code of Ethics and Professional Conduct (COT 2010) will be dealt with on an individual basis in line with the University guidelines for review of a student’s placement allocation to determine appropriate action.

On rare occasions a student who has failed a piece of academic work may be required to be withdrawn from the programme by the Exam Board. If this student is on placement it is likely they will be required to be withdrawn from placement with immediate effect. This is done as sensitively and as compassionately as possible. Each student will know if they have a resubmitted piece of work waiting to have the mark ratified at an Exam Board and should therefore be prepared for all eventualities. A member of staff from University will contact the student and Practice Educator and arrange to visit them as a matter of urgency. The requirement to withdraw will be explained and the best way to finish and handover placement responsibilities etc will be discussed. Please be advised that this is a worst case scenario and one that both students and staff seek to avoid as far as possible.

13.4 Failure of Placement

If one or more of the proficiencies within the APT are failed at the summative stage of assessment the student is deemed to have failed placement overall. It is recommended that the placement team be alerted as soon as there is an indication that there may be a problem. Please note that it is not appropriate to wait to ‘give the student a chance’ as placements are short and waiting may not allow the student time to rectify problems. A student who is failing should be very clear about the reasons for this, about the expectations for success and actions to be taken to achieve. Where a student fails
placement the final meeting should formally confirm the result of the placement and not be a surprise to any party. It is considered to be good practice for a representative of the University to attend this meeting and staff will therefore endeavour to attend.

It is acknowledged that failing placement is not easy for the student or Practice Educator. Debriefing is given to the student upon return to University. Post placement support is also available to Practice Educators if required whilst acknowledging some Practice Educators chose to be debriefed as part of their practice supervision.

13.5 Retrieval of a Practice Placement Failure

As there is a requirement to successfully complete a minimum of 1000 assessed hours to complete the programme (COT, 2008) hours accrued on a fail placement cannot be counted towards this. It is therefore necessary for the re-sit placement to be of the same duration. A failed practice placement may be repeated once and will ideally be carried out in a setting of a similar type at a suitable time determined by the University. Students are not permitted to carry a fail in practice placement and must successfully complete placements at each level of training before progressing onto the next.

The timing of a re-sit placement is usually discussed with students on an individual basis. In all but one instance placement blocks are followed by students returning to University for academic modules. Students will be offered a re-sit placement opportunity as soon as is practicably possible but should be aware that this is likely to necessitate them being on placement during designated holiday periods.

14. Planning and Implementation of Placements

14.1 Placement Information

Prior to each placement, the Practice Educator will be provided with information and resources to enable them to appropriately plan and prepare for the student.

This information includes:

- Standards and procedures
- A summary of the academic course work
- Guidelines on completing the APT
- Learning contract and supervision log
- Assessment of Practice Tool relevant to stage of training
- Ongoing Achievement Record

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• Student profile form - giving student contact details, previous experience and other relevant information the student wishes the practice educator to be aware of, for example: Identified learning needs

Students have access to a similar information pack but in addition will carry a record of hours sheet to be signed off upon successfully completing their placement.

All students have access to the placement Blackboard for all relevant resources. Practice Educators are encouraged to register for and access the University Blackboard dedicated for their use.

Prior to the commencement of the placement students will contact their allocated Practice Educator for pre-placement information such as hours of work, dress code, map, reading list and facilities such as access to canteen, library etc. Practice Educators are encouraged to make basic placement information available to the student via a dedicated Blackboard. A proforma has been devised for ease and consistency (Appendix 8).

14.2 Placement Induction

HPC Standards of Education and Training (2007) require students to be inducted into the practice area. A comprehensive induction programme to introduce the student to the placement area should be completed. This should include:

• identification of key personnel
• relevant health and safety procedures eg. lone working policy, infection control
• relevant local protocols/procedures eg reporting sickness and absences, locking up routine
• discussion of and details of allocated study time and formal supervision.

An induction checklist (Appendix 9) is incorporated in the ongoing record of achievement to record this process. It is not an exhaustive list and should be added to as relevant to the practice setting.

14.3 Placement Resource file

A placement resource file should be held by each placement and might include:

• Description of placement facilities including details of access to information resources such as internet, journals/publications held in the placement setting, library etc.
• Mode of service provision
• Service philosophy and mission statement
• Relationship of Occupational Therapy Service within the wider organisation

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• Nature of the client group
• Staffing arrangement
• Model and/or approaches used by occupational therapists and other team members
• Learning opportunities and educational experiences on offer
• Operational policies
• Health and safety guidelines/information
• Risk management
• Details of contacts for further information

15. Supervision
Supervision in practice education is a process that involves a partnership between the Practice Educator and the student. The aim of supervision is to facilitate students’ learning in order that theoretical concepts can be applied in practice. Quality supervision is the balance between supporting the student in the new environment and new role whilst providing the ‘just right challenge’. It therefore has components of teaching, support and evaluation. Formal and informal supervision opportunities are expected throughout the placement.

15.1 Models of Supervision
Practice Educators will be encouraged to use a range of supervision models to:

• enhance the student learning experience
• allow all occupational therapists to participate in student education and
• ensure there are sufficient numbers of placements to meet demand.

There are a range of supervision models that may be employed and the most suitable one will be determined by the type of placement setting and availability and/or preference of the Practice Educator.

Models of supervision students may experience include:

a) 1:1 model. This is the model many Practice Educators are comfortable and familiar with. It involves one Practice Educator supervising one student in a placement setting.

b) Collaborative (2:1) model. Two students are placed in the same placement environment and use each other for support and mentoring whilst in addition to that provided by the Practice Educator.
c) Spilt model (2:1). One student is shared between two members of a team. This model gives opportunity for all staff to be involved with student supervision, for example, part time staff or those with managerial responsibilities,

d) Long arm supervision. This model is used in ‘role emerging’ placement settings. The student(s) is supervised by an on-site educator from a different professional background and receives professional supervision from an occupational therapist. This model is frequently used in conjunction with the collaborative model.25 26

Whichever model of supervision is used the Practice Educator(s) involved will be required to plan the placement appropriately to meet the students learning needs and to maximise the placement experience.

Support is offered from the placement team for new and existing Practice Educators who adopt any, or all, of these models of placement. These approaches to practice placements are incorporated into Practice Educator study days offering opportunity to discuss the skills required and share knowledge and skills on these models of placement.

15.2 Formal supervision

Comprises of a pre-arranged weekly session of a minimum of one hour’s duration with the student and their designated Practice Educator and should take place in a quiet setting, free from interruptions. The supervision time is a matter of priority and should not be altered unless absolutely necessary. It allows for reflection on the weeks work and issues, provides an opportunity for questioning and exploration of therapeutic reasoning and for feedback on progress. Evidence of achievement is recorded by the student using the learning objective and learning log. Additionally the areas of discussion and feedback should be documented using the weekly supervision log and signed by both student and Practice Educator (Appendix 11). Quality feedback should give specific examples of good practice with indications of how to develop further. Areas of concern should be discussed clearly and without ambiguity illustrated with examples from practice.

Preparation for Supervision

Prior to supervision the student should:

- review identified learning objectives
- note evidence of achievement in relation to learning objectives and required proficiencies
- identify examples of learning over the past week
- note any queries or difficulties encountered


• check the University’s requirements for the placement
• develop their own agenda for the session
• undertake any preparatory reading

Prior to supervision the Practice Educator should:
• book a quiet area appropriate for supervision (or delegate this responsibility to the student)
• arrange that calls and messages are diverted for later attention
• review identified learning objectives - have appropriate opportunities been made available to the student? Has evidence of achievement been demonstrated?
• record student's areas of success for feedback
• note any issues of concern or points for discussion
• develop own agenda for discussion in the session
• review the University's requirements for the Practice Placement

During supervision:
• an agenda is agreed
• both will participate equally in the discussion
• performance is reviewed in light of agreed learning objectives and evidence of achievement
• new objectives are established and incorporated into the learning contract by the student
• the next week’s programme is agreed
• discussion points are recorded by the student in the supervision log, and signed by both parties
• the University’s requirements are addressed

After the session:
• both Practice Educator and student undertake and meet agreed learning objectives
• learning is consolidated by necessary reading
• reflection is made on performance in light of feedback
• further evidence of achievement is identified and demonstrated
• any issues of concern will be addressed using the appropriate channels


On non traditional placement settings formal supervision is provided by an off site Occupational Therapist who is also a Practice Educator. This would also usually include the nominated day to day supervisor from the organisation. The student would be formally assessed by the Occupational Therapist using the Assessment of Practice Tool.

15.3 Informal Supervision

Informal supervision can take place at any time during the working day. It allows the Practice Educator to give immediate feedback on the student’s performance or for the student to seek guidance or clarification. It provides an opportunity for debriefing and for developing theoretical and practical links. It enables the student to reflect on their intervention and evaluate success. The amount of informal supervision required is dependent upon the level of training and the complexity of the work. It is anticipated that in the early stages of training or in new or unfamiliar locations a student may require direct or close supervision from their Practice Educator. As the student progresses through their placement and training, they are increasingly expected to use the formal weekly supervision.

15.4 Learning Contract and Learning Logs

(i) Learning contracts offer a way of encouraging communication and collaboration between the student, the academic programme and the placement setting. Learning contracts are a means of managing self directed learning and can be used for self assessment. The learning contract is a signed, negotiated written agreement between the student and Practice Educator that reflects an appropriate balance between University, practice placement and student priorities, and is appropriate to the students’ stage of training. It should be utilised during the supervisory process. The learning contract and learning log (Appendix 12) should be used to provide evidence of the proficiencies met. The University Learning Objectives and Learning Log should be used for all placements. It is the responsibility of the student to complete and maintain the contract.

(ii) Learning Objectives should be used by the students to identify what they intend to achieve and should be discussed between the student and practice educator. In longer placements, learning objectives should be regularly reviewed and added to if necessary. Evidence required to meet the learning objectives should be upgraded following supervision. Students are required to evidence their placement learning and achievements as part of their assessment. Selected evidence should demonstrate what they have learnt to do and the associated weekly written reflections capture what they have learnt from the experience and how it influences their practice. (Appendix 13)

27 A. Alsop & S Ryan 1996 Making the Most of Fieldwork Education. A practical approach
(iii) The learning log records progress in relation to the agreed learning objectives and in light of what has been discussed and agreed in weekly formal supervision with the designated Practice Educator. The completed learning log is signed by the Practice Educator and student at the end of each supervision session to indicate agreement. The learning log is the responsibility of the student and entries should be made for each week of the placement.

The supporting Supervision Log (Appendix 11) summarises details of the formal supervision with the designated Practice Educator and student including feedback from service users and other professionals, areas of discussion and any agreed actions. The completed supervision log is signed by the Practice Educator and student at the end of each formal supervision session to confirm it as an accurate record of the supervision session. The supervision log is the responsibility of the student and entries should be made for each week of the placement. Additionally students are encouraged to record pertinent informal supervisions to further add to their evidence of placement achievement.

The Assessment of Practice Tool, Learning contract, learning log, supervision logs and weekly reflections form part of the Ongoing Achievement Record to be developed by the student for each placement.

16. Support and Guidance

Student support is offered using a range of mechanisms including the student’s personal tutor and the Student Support Services. In addition, there is a dedicated placement team comprising of academic and support staff to support students before, during and after practice placement. Support is also available using a range of IT facilities such as Blackboard.

Practice Educator support is offered from the same dedicated placement team comprising of academic and support staff and is available before, during and after practice placement.

There is a dedicated telephone number and email account for ease of contact for students and educators alike.

16.1 Support and Guidance on Placement

In addition to the above support mechanisms routine structures are in place to support students and monitor progress in a range of ways depending upon their stage of training. The details of this mechanism are given below and follow a model already in use within the pathway which has to date provided appropriate support and allowed identification of students who require additional input for whatever reason.

Level 4/Year 1

Placement 1 – 7 weeks:

All students will receive contact from a member of academic staff in the form of a one to one meeting. This will normally occur around the halfway point of the placement on or around the time that the students have received their formative feedback. Tutors will
arrange a contact time or an appointment with the Practice Educator and the student, usually at the start of the placement.

The visiting tutor will interview the student and Practice Educator separately and will record the discussion on the Student Visit Report Form (Appendix 16) and return it to the placement office within one week of the visit.

The purpose of the placement visit is to:

- provide support for the student and Practice Educator if required
- gain an interim report from the Practice Educator on the student’s progress
- ensure the student is on target to meet placement proficiencies
- evaluate the quality of the student’s learning experience
- monitor and guide the student’s personal and professional progress
- become more familiar with the placement and facilities for learning
- act as an advocate for the student to maximise learning opportunities

Level 5/Year 2

Placement 2 – 9 weeks:

All students will attend a group tutorial around the halfway point of the placement on or around the time that the students have received their formative feedback. These tutorials will be set up and organised by the Occupational Therapy Pathway Placement Team. They will be organised around geographical locations and availability of suitable tutorial space. Tutorial groups will be made up of around 10 students and one member of academic staff. A mid placement checklist (Appendix 17) will be completed and students will share and exchange experiences in a supportive, collaborative manner. Whilst students are expected to attend the tutorial those who are unable to attend, for example due to ill health, will be contacted by an academic member of staff on an individual basis. A record of discussion will be made for such students.

The purpose of the tutorial is to:

- provide support for the students
- get an interim report of the students’ progress
- ensure that the students are on target to meet the placement proficiencies
- ensure that the students can evaluate the formative feedback given to ensure that they meet the placement proficiencies
- share students’ experiences in relation to best practice in using learning contracts, supervision logs and evidence to demonstrate achievement reflections
• evaluate the quality of the students learning experience

In addition, the Practice Educators will be contacted by telephone or email. The purpose of this contact is to:

• ensure the student is on target to meet the placement proficiencies
• get an interim report from the educator on the student’s progress
• provide support for the Practice Educator
• evaluate the quality of the student’s learning experience
• act as an advocate for the student to maximise learning opportunities if required

Level 6/Year 3

Placement 3 - 12 weeks:

All students and Practice Educators will receive communication in the form of telephone or email contact. This will normally occur around the halfway point of the placement on or around the time that the students have received their formative feedback. The purpose of this contact is to:

• provide support for the student and Practice Educator if required
• get an interim report from the Practice Educator on the student’s progress
• ensure the student is on target to meet placement proficiencies
• evaluate the quality of the student’s learning experience
• act as an advocate for the student to maximise learning opportunities if required

Additionally a copy of the formative assessment summary should be forwarded to the placement team.

During any placement where there is an identified concern a member of academic staff will arrange to visit the Placement Educator and student as soon as possible. The purpose of this placement visit is to:

• provide support for the student and Practice Educator if required
• get an interim report from the Practice Educator on the student’s progress
• ensure the student is on target to meet placement proficiencies
• evaluate the quality of the student’s learning experience
• monitor and guide the student’s personal and professional progress
• become more familiar with the placement and facilities for learning
• act as an advocate for the student to maximise learning opportunities

These tripartitite meetings will be summarised in the student’s ongoing achievement record along with agreed actions plans.

17. Practice Placement Quality Management

The quality of practice education will be formally monitored internally and externally using various mechanisms to ensure a high quality placement experience for students. This will include for example feedback from students, Practice Educators and academic staff and through the Faculty mechanisms. This will ensure that the quality of all aspects of practice placement is monitored, effectively reported on and addressed. The quality of practice placements should be based upon a collaborative approach in which both the University and the placement settings/practice educators play a key role.

17.1 Educational Audit

The provision of high quality practice placements is seen as a partnership responsibility between providers of care and the University. This is achieved through a collaborative approach to auditing the practice placements using the principles, standards and benchmarks provided by the professional regulatory bodies. The process has been informed by the Skills for Health Enhancing Quality in Partnership (EQuIP) standards, the Nursing and Midwifery Council (NMC) and the Health Professions Council (HPC).

All practice areas are audited annually either using the organisation’s own Educational Audit Tool or the University Interprofessional Audit of Practice Placement Tool (Appendix 3). The audit is a self assessment process at both placement and organisational level and will be quality assured through ongoing monitoring to ensure validity. The outcome of the audit process is recorded within the University and is reviewed collaboratively to ensure risks are identified and acted upon.

17.2 Student Feedback

Students are asked for and encouraged to give feedback during mid placement contact with academic tutors. Upon completion of the practice, the student is required to submit a formal evaluation (Appendix 15) of the placement to the University. Additionally placement debriefing provides an opportunity for verbal feedback and exploration of any issues or themes that arise. The information from these sources is collated into a report and disseminated both internally and externally.

In addition, students may provide feedback at anytime to the placement team via the dedicated phone line or email account or to their personal tutor or other relevant member of academic staff.
Feedback is also gained via Pathway Committee Meetings.

17.3 Practice Educator Feedback

Practice Educators are asked for feedback as part of the mid placement contact with the academic tutors and at the end of the placement when a formal evaluation is completed. The information from these sources is collated into a report and disseminated both internally and externally.

Practice Educators are also able to contact the placement team via the dedicated phone line or email account or other relevant member of academic staff to provide feedback. It is envisaged that close liaison with Practice Educators will allow open and honest feedback to be given and responded to.

Feedback from practice areas is also gained via Pathway Committee Meetings.

17.4 Placement Moderation

A moderation panel will be convened following placement blocks to review on a sample basis the quality of practice placement documents and make recommendations that will enhance the quality of the practice assessment process. Feedback will be given to students and Practice Educators on the quality of the documentation, identifying strengths, areas where improvement is required and to disseminate good practice.

The process is used to inform student preparation for their practice learning experiences and Practice Educator training events.

17.5 Practice Educators Preparation

Occupational therapists must be qualified for a minimum of one year before taking on the responsibility of Practice Educator and are encouraged to seek APPLE registration. Practice Educators are expected to maintain their continuing professional development in relation to clinical skills and student education. They should remain familiar with the expectations of the programme and assessment process.

The University offers 2 day preparatory training for those new to the role of Practice Educator.

Regular update training sessions are offered at the University and may be organised within an organisation or locality after liaison with the placement team. Study days provide opportunity for networking, sharing best practice, exchange of ideas as well as providing an update on placement assessment requirements and programme changes. All Practice Educators are encouraged to attend annually.

It is recommended that Practice Educators within role emerging settings attend the two day course offered at the University or the one day update for those who have already attended similar training within their own profession.
17.6 Accreditation of Practice Placement Educators Scheme (APPLE)

The APPLE scheme is a mechanism which allows the occupational therapy profession to quality assure its practice placements at pre-registration level. It intended to be for all Placement Educators of occupational therapy students that have normally been practising a year or more. The scheme has been developed to provide a nationally recognised scheme that is transferable across regions and to give professional recognition to the role of the Practice Educator and is for a five year period after which re-accreditation will be required (COT 2005). The University actively encourages all placement educators to be accredited or to be working towards accreditation.

The APPLE scheme requires evidence to be demonstrated against the following six learning outcomes:

1) Describe the role and identify the attributes of an effective practice placement educator.

2) Apply learning theories that are appropriate for adult and professional learners.

3) Plan, implement and facilitate learning in the practice placement setting.

4) Apply sound principles and judgement in the assessment of performance in the practice placement setting.

5) Evaluate the learning experience.

6) Reflect on experience and formulate action plans to improve future practice.

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29 College of Occupational Therapists (2005) Guidance on Accreditation of Practice Placement Educators Scheme (APPLE) London: COT
APPENDICES
Appendix 1

Occupational Therapy Pathway 2012 Validation

PRACTICE PLACEMENT - RECORD OF HOURS

<table>
<thead>
<tr>
<th>Placement</th>
<th>Date from</th>
<th>Date to</th>
<th>Name and Address of Placement</th>
<th>Brief Description of Type of Experience/Speciality</th>
<th>Total certified number of hours</th>
<th>Signature of Practice Placement Educator</th>
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<td>Placement Two (10 weeks)</td>
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TOTAL NUMBER OF HOURS

It is the students' responsibility to retain this form throughout the three years of the programme and to ensure the Practice Placement Educators certifies the correct numbers of hours. A working week is considered to be 37.5 hours. A minimum of 1000 hours must be completed. Hours for a failed placement do NOT contribute to certified hours. Please refer to placement guidelines for more detail regarding counting practice placement hours. This form must be handed to the University Practice Placement Tutor upon successful completion of the final placement.
Dear Occupational Therapy Student

The Health Professions Council (HPC) is the statutory regulatory body that works to protect the health and well-being of people using the services of occupational therapists and requires ongoing maintenance and demonstration of this via the Standards of Conduct Performance and Ethics (HPC, 2008). This requires the assurance of being of good character and of good health. Additionally there is a requirement to maintain personal and professional integrity and fitness to practise via the professional Code of Ethics and Professional Conduct (COT, 2010) and as a student of Canterbury Christ Church University you must also conform to the University’s Code of Student Professional Conduct.

Canterbury Christ Church University has responsibility for ensuring that students meet the above requirements for entry to and continued progress on approved programmes leading to registration. This declaration is affirmation that you remain in sufficient good health and of good character to practice safely and effectively. If you remain in any doubt as to your continuing fitness for practice in respect to your health or character you are required to notify and seek guidance from your personal tutor. It is your responsibility to notify your personal tutor immediately of any change to your circumstances subsequent to the signing of this declaration.

The following is a brief reminder of what is expected in relation to (a) Good Health, and (b) Good Character.

(a) **Good health** is necessary to undertake practice as an occupational therapist and as a student. Good health means that you must be capable of safe and effective practice. It does not mean the absence of any disability or health condition. Many disabled people and those with long-term health conditions are able to practise with or without adjustments to support their practice. Long-term conditions such as epilepsy, diabetes or depression can be well managed and may not impact on a person’s ability to study or to go on practice nor are they necessarily incompatible with registration. Temporary health conditions do not necessarily mean a person is not fit to study or go on practice. For example having a broken leg may mean a person is not fit to attend university or go on practice for a period of time. They can however reasonably expect to recover fully and return to studies. Each health situation must be individually assessed and may require referral to the University’s occupational health department to assist in this process.

(b) **Good character** is important as occupational therapists must be honest and trustworthy. Your good character is based on your conduct, behaviour and attitude. It covers examples such as breaching confidentiality, someone who knowingly practises as an occupational therapist before they are on the register, or someone who signs a student off from an educational programme while being aware of poor behaviour. It also includes any convictions and cautions that are not considered compatible with professional registration and that might bring the profession into disrepute. Your character must be sufficiently good for you to be capable of safe and effective practice without supervision.
I (Please write your name clearly)…………………………………………….. declare that I have complied with the Health Professions Council Standards of Conduct, Performance and Ethics (2008) and the College of Occupational Therapists Code of Professional Conduct (2010). I understand that a false declaration could lead to disciplinary action, the delay of placement and affect my academic progression and professional suitability.

Signed:

Date:


Canterbury Christ Church University Code of Student Professional Conduct (Accessible via www.canterbury.ac.uk/support/student-support-services/students/cospc.doc)
## INTERPROFESSIONAL AUDIT OF PRACTICE PLACEMENTS

### Section 1

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<td></td>
<td>Independent ☐</td>
<td>Care Home ☐</td>
</tr>
<tr>
<td><strong>Service User Group</strong></td>
<td>Maternity services ☐</td>
<td>Mental Health ☐</td>
</tr>
<tr>
<td>Children and Families ☐</td>
<td>Adults ☐</td>
<td>Older People ☐</td>
</tr>
<tr>
<td>Learning disabilities ☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accessibility:</strong></td>
<td>Public transport available :</td>
<td>7 days a week</td>
</tr>
<tr>
<td></td>
<td>Monday –Friday:</td>
<td>Yes ☐</td>
</tr>
<tr>
<td>Own transport required:</td>
<td>Yes ☐</td>
<td>No ☐</td>
</tr>
<tr>
<td>If YES, is there parking available</td>
<td>Yes ☐</td>
<td>No ☐</td>
</tr>
<tr>
<td>Will student require business car insurance</td>
<td>Yes ☐</td>
<td>No ☐</td>
</tr>
</tbody>
</table>

Placement Sustainability: Identify any potential risk factors affecting the viability of placement opportunity between durations of audit.

Date of completion

Date of Action Plan Review:

Name of person completing the audit tool:

Telephone Number :
Extension:

E-mail:

Name of academic Link:

Name of PPF / PDF: (if applicable)
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total No. of Practice Learning Facilitators (by profession):</td>
<td></td>
</tr>
<tr>
<td>Nursing &amp; midwifery only (number of sign off mentors):</td>
<td></td>
</tr>
<tr>
<td>Would the student be supervised by a qualified, registered practitioner:</td>
<td></td>
</tr>
<tr>
<td>Are additional CRB requirements or other security checks required for this placement?</td>
<td></td>
</tr>
<tr>
<td>Normal working hours of Service. Please include shift work and unsocial hours:</td>
<td></td>
</tr>
<tr>
<td>Please state any yearly events which may affect a student placement:</td>
<td></td>
</tr>
<tr>
<td>Who are the named person/persons that the student contact on placement if there are child or vulnerable adult safeguarding issues:</td>
<td></td>
</tr>
<tr>
<td>What learning opportunities can you offer a student?</td>
<td></td>
</tr>
</tbody>
</table>
### Potential number of students that can be accommodated at any one time

<table>
<thead>
<tr>
<th>Pre registration pathway</th>
<th>No. 1&lt;sup&gt;st&lt;/sup&gt; year</th>
<th>No. 2&lt;sup&gt;nd&lt;/sup&gt; Year</th>
<th>No. 3&lt;sup&gt;rd&lt;/sup&gt; year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult nursing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child nursing</td>
<td></td>
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<tr>
<td>Mental Health Nursing</td>
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<tr>
<td>Midwifery</td>
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<td>ODP</td>
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<tr>
<td>OT</td>
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<td></td>
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<tr>
<td>Paramedic</td>
<td></td>
<td></td>
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<tr>
<td>Radiography</td>
<td></td>
<td></td>
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<tr>
<td>Speech and Language therapy</td>
<td></td>
<td></td>
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<tr>
<td>Social work</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Details of other students being supported in the workplace

<table>
<thead>
<tr>
<th>Student</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation degree</td>
<td></td>
</tr>
<tr>
<td>CPD</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
**Please list details of ALL Practice learning Facilitators/Mentors in this Placement Area:**

<table>
<thead>
<tr>
<th>Surname</th>
<th>Forename</th>
<th>Which professional register and part is the PLF registered?</th>
<th>PLF/Mentor Qualification held/if applicable</th>
<th>Sign off mentor (Yes / No) (nursing/midwifery only)</th>
<th>Date qualification obtained / updated (most recent)</th>
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</thead>
<tbody>
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</tbody>
</table>
Section 2

Requirement 1: Diversity, Values, Beliefs and Safety

Placement can demonstrate a commitment to the safety and well-being of patients, service users, carers, staff and students and a commitment to promoting diversity, inclusion and equality of opportunity for all. *(If this is a first time audit please provide confirmation that the placement has been prepared to undertake this function).*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence used and cross referenced to guidelines</th>
<th>Not met</th>
<th>Working towards</th>
<th>Met</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>Maintaining patient/service user safety at all times</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P2</td>
<td>Maintaining staff and student/learner safety at all times (includes mandatory training)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P3</td>
<td>Supporting Practice and academic staff to work in partnership at all times</td>
<td></td>
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<tr>
<td>P4</td>
<td>Managing risk to/of students in the practice learning environment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Comments where requirements are not met and where further work or evidence is required</td>
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<td>P4</td>
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</tr>
</tbody>
</table>
**Requirement 2: Improving and Maintaining Quality**

Placement can demonstrate that quality is maintained and continuously enhanced so that programmes are effective and responsive to the needs of students/learners, patients, service users and carers, employers, and regulatory bodies. *(If this is a first time audit please provide confirmation that the placement has been prepared to undertake this function).*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence used and cross referenced to guidelines</th>
<th>Not met</th>
<th>Working towards</th>
<th>Met</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P5</strong></td>
<td>Ensuring QA processes are in place in practice and are shared with all academic education providers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P6</strong></td>
<td>Enabling senior practice staff to contribute to QA processes, e.g. placement audit, action planning and evaluation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P7</strong></td>
<td>Ensuring that student/learner evaluations are used to improve practice and learning at local and organisational level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**P5 Comments where requirements are not met and where further work or evidence is required**

**P6 Comments where requirements are not met and where further work or evidence is required**

**P7 Comments where requirements are not met and where further work or evidence is required**
Requirement 3: Resources, Management and Governance

Partners can demonstrate that programmes are effectively planned, resourced and managed so that learning is maximised and probity and governance arrangements are transparent and effective. *(If this is a first time audit please provide confirmation that the placement has been prepared to undertake this function).*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence used and cross referenced to guidelines</th>
<th>Not met</th>
<th>Working towards</th>
<th>Met</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensuring that the management and governance of practice based education is formalised within organisational structures</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Indemnifying, as employees, whilst in the practice learning environment: Students, learners, Lecturers from Canterbury Christ Church University</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Managing risk to / students/learners in the practice learning environment</td>
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</tr>
<tr>
<td>Providing adequate physical resources to support students/learners including access to I.T. facilities</td>
<td></td>
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</tr>
<tr>
<td>Providing appropriate supervision of student/, learners in line with the Regulatory Body requirements</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Comments where requirements are not met and where further work or evidence is required</td>
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<tr>
<td>P8</td>
<td>Comments where requirements are not met and where further work or evidence is required</td>
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</tr>
<tr>
<td>P9</td>
<td>Comments where requirements are not met and where further work or evidence is required</td>
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<tr>
<td>P10</td>
<td>Comments where requirements are not met and where further work or evidence is required</td>
<td></td>
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</tr>
<tr>
<td>P11</td>
<td>Comments where requirements are not met and where further work or evidence is required</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>P12</td>
<td>Comments where requirements are not met and where further work or evidence is required</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Requirement 4: Teaching and Learning**

Partners can demonstrate that curricula, supporting processes and teaching methods are patient/service user focused and meet the needs of students/learners, regulatory bodies, academic institutions, employers and commissioners. *(If this is a first time audit please provide confirmation that the placement has been prepared to undertake this function)*.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence used and cross referenced to guidelines</th>
<th>Not met</th>
<th>Working towards</th>
<th>Met</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>P13 Enabling appropriate practice staff to work with academic education providers to develop relevant curricula and learning outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P14 Developing practice learning opportunities that are appropriate to the students/learners level and programme learning outcomes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P15 Sharing inter-professional learning opportunities in practice learning environments with all academic education partners.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**P13 Comments where requirements are not met and where further work or evidence is required**

**P14 Comments where requirements are not met and where further work or evidence is required**

**P15 Comments where requirements are not met and where further work or evidence is required**
Requirement 5: Student/ Learner selection, Progression and Achievement

Partners can demonstrate that student learning is fit for purpose, practice and award, and that the learning delivers value for money for commissioners, employers and individual funders by ensuring the quality of output and managing attrition. *(If this is a first audit please provide confirmation the placement has been prepared to undertake this function)*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence used and cross referenced to guidelines</th>
<th>Not met</th>
<th>Working towards</th>
<th>Met</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P16</strong> Support practice learning facilitators in managing the student/learners performance and progression whilst in the practice learning environment (includes poor performance and non-attainment of competence).</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>P17</strong> Ensure that sufficient, appropriately trained and experienced practice learning facilitators are able to support the management of student/learner performance and achievement of professional and interprofessional learning.</td>
<td></td>
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</tbody>
</table>

**P16 Comments where requirements are not met and where further work or evidence is required**

**P17 Comments where requirements are not met and where further work or evidence is required**

*provide confirmation the placement has been prepared to undertake this function*
**Requirement 6: Student/ Learner Support**

Partners can demonstrate that the learning experience meets the needs of the students/ learner in all settings. *(If this is a first time audit please provide confirmation that the placement has been prepared to undertake this function).*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence used and cross referenced to guidelines</th>
<th>Not met</th>
<th>Working towards</th>
<th>Met</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P18</strong> To provide students/ learners with a named practice learning facilitator who meets regulatory body requirements.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>P19</strong> To provide students/ learners with supervision and assessment in line with best practice:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**P18 Comments where requirements are not met and where further work or evidence is required**

**P19 Comments where requirements are not met and where further work or evidence is required**
**Requirement 7: Assessment**

Partners can demonstrate that assessment processes are transparent, equitable and reliable so that successful completion of a programme ensures fitness for purpose in terms of National Workforce Competencies, fitness for practice in terms of regulatory body requirements and fitness for award. *(If this is a first time audit please provide confirmation that the placement has been prepared to undertake this function).*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence used and cross referenced to guidelines</th>
<th>Not met</th>
<th>Working towards</th>
<th>Met</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>P20</td>
<td>Consistent and equitable for all students/learners.</td>
<td></td>
<td></td>
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<tr>
<td>P21</td>
<td>Regularly monitored and evaluated.</td>
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<tr>
<td>P22</td>
<td>Integrated within the delivery of services in the practice learning environment</td>
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</tbody>
</table>

**P20** Comments where requirements are not met and where further work or evidence is required

**P21** Comments where requirements are not met and where further work or evidence is required

**P22** Comments where requirements are not met and where further work or evidence is required
### Section 3. Audit Action Plan

Name of Placement Area  Date of Audit

<table>
<thead>
<tr>
<th>Areas Requiring Action* (identified in working towards)</th>
<th>Goal over next 12 months (to be reviewed in 6 months)</th>
<th>How goals are going to be achieved</th>
<th>Responsibility for Action</th>
<th>Date for Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>6.</td>
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</table>

*(  ) = Please enter question numbers from Education Audit
Comment on any examples of outstanding practice.
**Action Plan from full audit (Year 1).** Please detail below any development that has taken place as result of the previous audit action plan.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Area of development</th>
<th>Action by whom</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
### Audit Review

**Name of Placement Area**

**Date of audit review**

<table>
<thead>
<tr>
<th>Areas Requiring Action* (Identified in working towards)</th>
<th>Goal over next 12 months (to be reviewed in 6 months)</th>
<th>How goals are going to be achieved</th>
<th>Responsibility for Action</th>
<th>Date for Review</th>
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</thead>
<tbody>
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<td>6.</td>
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</table>

* ( ) = Please enter question numbers from Education Audit
**Action Plan Year 2.** Please detail below any development that has taken place as result of the previous audit action plan.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Area of development</th>
<th>Action by whom</th>
<th>Outcome</th>
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</table>

Year 1 (Full audit)

<table>
<thead>
<tr>
<th>Link Tutor/Tutor</th>
<th></th>
<th>Date</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Authorised Service Representative:</td>
<td>Date</td>
<td></td>
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</tbody>
</table>

**Send copy to:**

1. Link Tutor/Tutor  2. Audited Area,  3. Placement Office  4. PPF’
<table>
<thead>
<tr>
<th>Mod ref.</th>
<th>Working towards HPC SOP</th>
<th>1. Ability to work safely under direct supervision</th>
<th>Formative Assessment PE initials &amp; date</th>
<th>Practice Educator constructive formative feedback regarding individual aspects of proficiency</th>
<th>Summative Assessment PE initials and date</th>
<th>PE to sign and date to verify summative assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP1</td>
<td>1a.1 1a.5 1a.6 1a.8</td>
<td>identify and work within key policies and procedures and begin to recognise the implications for practice</td>
<td>Met Not met</td>
<td></td>
<td>Pass Fail</td>
<td></td>
</tr>
<tr>
<td>CP1 PD1</td>
<td>1b.3 2b.2 2b.4 2c.2 3a.3</td>
<td>begin to identify limits of own practice maintaining safe working practices</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PD1</td>
<td>3a.3</td>
<td>actively reflect on and identify own learning needs and action these through the supervisory process</td>
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<tr>
<td>PD1</td>
<td></td>
<td>appropriately engage in formal and informal supervision with practice educator and other professionals to identify personal and professional strengths and areas for future development</td>
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<tr>
<td>2. Begin to demonstrate professional communication skills</td>
<td></td>
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<tr>
<td>FOO</td>
<td>1a.3 1b.1 1b.2 1b.3 1b.4</td>
<td>initiate discussions with service users to gather basic information as requested by the practice educator</td>
<td></td>
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<tr>
<td>CP1</td>
<td>2a.1 2b.5</td>
<td>initiate and appropriately engage in discussions with other professionals</td>
<td></td>
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<tr>
<td>CP1</td>
<td></td>
<td>demonstrate understanding of the importance of accurate professional documentation and utilise relevant technology to complete basic documentations under supervision</td>
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<tr>
<td>PD1</td>
<td></td>
<td>begin to participate in routine administrative tasks</td>
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</tr>
<tr>
<td>Mod ref.</td>
<td>Working towards HPC SOP</td>
<td>3. Begin to develop professional values, attitude and conduct</td>
<td>Formative Assessment PE initials &amp; date</td>
<td>Practice Educator constructive formative feedback regarding individual aspects of proficiency</td>
<td>Summative Assessment PE initials &amp; date</td>
<td>PE to sign and date to verify summative assessment</td>
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<tr>
<td>CP1</td>
<td>1a.1 1a.2 1a.3 1a.4 1a.5</td>
<td>maintain confidentiality and security of written and verbal information acquired in a professional capacity with due regards to disclosure of information</td>
<td>Met Not met</td>
<td></td>
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<tr>
<td>PD1</td>
<td>1a.7 1a.8 2b.5 2c.2</td>
<td>discuss the importance and relevance of the Health Professions Council Standards of Conduct, Performance and Proficiency (2007)</td>
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<tr>
<td>PD1</td>
<td></td>
<td>discuss the importance and relevance of the Code of Ethics and Professional Conduct for Occupational Therapists (2010)</td>
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<tr>
<td>PD1</td>
<td></td>
<td>identify and begin to demonstrate professional behaviour and demeanour</td>
<td></td>
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<tr>
<td>PD1</td>
<td></td>
<td>begin to demonstrate skills of self management</td>
<td></td>
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<tr>
<td>CP1</td>
<td></td>
<td>begin to reflect on and discuss how personal values and beliefs influence practice</td>
<td></td>
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<tr>
<td>4. Begin to develop skills for professional collaboration</td>
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<tr>
<td>CP1</td>
<td>1a.1 1a.2 1a.6 1b.1 1b.2</td>
<td>identify the roles of different team members and discuss the impact they have on interventions for a range of service users</td>
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<tr>
<td>CP1</td>
<td>1b.3 1b.4 3a.2</td>
<td>debate how the values and beliefs of the inter-professional team impacts on the services provided</td>
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### 4. Begin to develop skills for professional collaboration

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<th>Mod ref.</th>
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<th>Formative Assessment PE initials and date</th>
<th>Practice Educator constructive formative feedback regarding individual aspects of proficiency</th>
<th>Summative Assessment PE initials and date</th>
<th>PE to sign and date to verify summative assessment</th>
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<tbody>
<tr>
<td></td>
<td>1a.1</td>
<td>identify and discuss collaborative working opportunities</td>
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<td></td>
<td>1a.2</td>
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<tr>
<td></td>
<td>1b.1</td>
<td>begin to engage with service users and carers to come to a shared understanding of their values and beliefs</td>
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<td></td>
<td>1b.2</td>
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### 5. Beginning ability to discuss occupation from a theoretical perspective and recognise application in practice

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<tr>
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<th>Discussion points</th>
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<th>Practice Educator constructive formative feedback regarding individual aspects of proficiency</th>
<th>Summative Assessment PE initials and date</th>
<th>PE to sign and date to verify summative assessment</th>
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<td></td>
<td>1a.1</td>
<td>discuss observations of service user’s daily occupations in relation to self care, leisure and productivity</td>
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<td></td>
<td>2a.2</td>
<td>identify the personal, environmental, occupational and cultural factors impacting on service users participation in occupation</td>
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<td></td>
<td>2b.2</td>
<td>demonstrate an understanding of the use of occupational performance analysis as a core tool of occupational therapy practice.</td>
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<td></td>
<td>PD1</td>
<td>begin to explore how evidence based practice impacts upon occupational therapy provision in the setting</td>
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<tr>
<td></td>
<td>FO0</td>
<td>discuss the role of the occupational therapist in the practice setting identifying internal and external factors impacting upon occupational therapy provision within the setting</td>
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<td></td>
<td>FO0</td>
<td>begin to discuss the theoretical underpinnings impacting on occupational therapy interventions</td>
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<td>Mod ref.</td>
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<td>5. Beginning ability to discuss occupation from a theoretical perspective and recognise application in practice</td>
<td>Formative Assessment PE initials and date</td>
<td>Practice Educator constructive formative feedback regarding individual aspects of proficiency</td>
<td>Summative Assessment PE initials and date</td>
<td>PE to sign and date to verify summative assessment</td>
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<tr>
<td>HSF 1</td>
<td></td>
<td><strong>HSF 1</strong> demonstrate a basic understanding of a range of key cognitive and emotional processes and their relationship to occupational performance</td>
<td>Met</td>
<td>Not met</td>
<td></td>
<td>Pass</td>
</tr>
<tr>
<td>HSF 1</td>
<td></td>
<td><strong>HSF 1</strong> begin to use appropriate terminology to describe how relevant body systems and their components influence and impact on occupational performance</td>
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## PLACEMENT 2

**1. Ability to work safely with indirect supervision**

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<th>Formative Assessment PE initials and date</th>
<th>Practice Educator constructive formative feedback regarding individual aspects of proficiency</th>
<th>Summative Assessment PE initials and date</th>
<th>PE to sign and date to verify summative assessment</th>
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<tbody>
<tr>
<td>CFO</td>
<td>1a.1 1a.2 1a.4 1a.6</td>
<td>Met</td>
<td>Practitioner provided constructive feedback on individual aspects of proficiency</td>
<td>Not met</td>
<td>PE to sign and date to verify summative assessment</td>
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<tr>
<td>PD2</td>
<td>1a.8 1b.1 2b.2 2b.4</td>
<td>Met</td>
<td>Practitioner provided constructive feedback on individual aspects of proficiency</td>
<td>Not met</td>
<td>PE to sign and date to verify summative assessment</td>
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<tr>
<td>PD2</td>
<td>2c.2 3a.3</td>
<td>Met</td>
<td>Practitioner provided constructive feedback on individual aspects of proficiency</td>
<td>Not met</td>
<td>PE to sign and date to verify summative assessment</td>
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<tr>
<td>PD2</td>
<td></td>
<td>Met</td>
<td>Practitioner provided constructive feedback on individual aspects of proficiency</td>
<td>Not met</td>
<td>PE to sign and date to verify summative assessment</td>
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<tr>
<td>PD2</td>
<td></td>
<td>Met</td>
<td>Practitioner provided constructive feedback on individual aspects of proficiency</td>
<td>Not met</td>
<td>PE to sign and date to verify summative assessment</td>
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</table>

- Consistently work within local and national policies, procedures and the legal and ethical standards of the OT profession.
- Actively use formal and informal feedback from practice educator, other professionals and service users.
- Actively participate in the supervisory process through appraising own practice and using support to further develop both personally and professionally.
- Take responsibility for maintaining accurate supervision records.
- Use supervision to identify personal and professional strengths and areas for future development.

**2. Demonstrate effective and professional communication skills**

<table>
<thead>
<tr>
<th>Mod ref.</th>
<th>Formative Assessment PE initials and date</th>
<th>Practice Educator constructive formative feedback regarding individual aspects of proficiency</th>
<th>Summative Assessment PE initials and date</th>
<th>PE to sign and date to verify summative assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOP</td>
<td>1a.3 1a.4 1b.1 1b.2</td>
<td>Met</td>
<td>Practitioner provided constructive feedback on individual aspects of proficiency</td>
<td>Not met</td>
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<td></td>
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<tr>
<td>EOC</td>
<td>1b.3 1b.4 2a.2 2b.3 2b.5</td>
<td>Met</td>
<td>Practitioner provided constructive feedback on individual aspects of proficiency</td>
<td>Not met</td>
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<td></td>
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<tr>
<td>EOC</td>
<td></td>
<td>Met</td>
<td>Practitioner provided constructive feedback on individual aspects of proficiency</td>
<td>Not met</td>
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<td></td>
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</tr>
<tr>
<td>EOC</td>
<td></td>
<td>Met</td>
<td>Practitioner provided constructive feedback on individual aspects of proficiency</td>
<td>Not met</td>
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</table>

- Demonstrate ability to actively listen to service users, develop rapport and respect their values and beliefs.
- Use appropriate language with service users to maximise the potential for informed choice.
- Using professional language orally present pertinent information to colleagues in formal and informal forums.
<table>
<thead>
<tr>
<th>Mod ref.</th>
<th>Working towards HPC SOP</th>
<th>2. Demonstrate effective and professional communication skills</th>
<th>Formative Assessment PE initials and date</th>
<th>Practice Educator constructive formative feedback regarding individual aspects of proficiency</th>
<th>Summative Assessment PE initials and date</th>
<th>PE to sign and date to verify summative assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOC</td>
<td>1a.3 1a.4 1b.1 1b.2 1b.3 1b.4 2a.2</td>
<td>accurately record information in notes and reports using appropriate technology</td>
<td>Met Not met</td>
<td></td>
<td>Pass Fail</td>
<td></td>
</tr>
<tr>
<td>EOC</td>
<td>1b.2 1b.3 1b.4 2a.2</td>
<td>justify the unique contribution of occupational therapy in relevant forums within in the practice setting</td>
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</tbody>
</table>

3. Demonstrate professional values, attitudes and conduct

<p>| CFO T | 1a.1 1a.2 1a.3 1a.4 1a.5 1b.1 1b.2 1b.3 1b.4 2b.3 2b.5 3a.1 3a.2 | actively demonstrate through practice and reflection the relevance of the Code of Ethics and Professional Conduct for Occupational Therapists (2010) and Health Professions Council Standards of Conduct, Performance and Proficiency (2007) | | | | |
| EOC | 1b.2 1b.3 1b.4 2b.3 2b.5 | maintain confidentiality and security of written and verbal information acquired in a professional capacity with due regards to disclosure of information | | | | |
| CFO T | 3a.3 | demonstrate professional behaviour and demeanour upholding Occupational Therapy values | | | | |
| CP2 | | consistently maintain appropriate working relationships with service users and colleagues | | | | |</p>
<table>
<thead>
<tr>
<th>Mod ref.</th>
<th>Working towards HPC SOP</th>
<th>4. Demonstrate effective professional collaboration</th>
<th>Formative Assessment PE initials and date</th>
<th>Practice Educator constructive formative feedback regarding individual aspects of proficiency</th>
<th>Summative Assessment PE initials and date</th>
<th>PE to sign and date to verify summative assessment</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Work collaboratively with team members to maximise the therapeutic benefit to service users</strong></td>
<td><strong>CP2</strong></td>
<td>1a.1 1a.3 1b.1 1b.2</td>
<td><strong>Met</strong></td>
<td><strong>Not met</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Work collaboratively with service users and carers to achieve individual goals</strong></td>
<td><strong>EOC</strong></td>
<td>1b.3 1b.4 2a.1</td>
<td><strong>Met</strong></td>
<td><strong>Not met</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Liaise and work effectively with statutory and non-statutory agencies</strong></td>
<td><strong>CP2</strong></td>
<td>2a.3 2b.1 2b.3</td>
<td><strong>Met</strong></td>
<td><strong>Not met</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Be able to identify and discuss generic skills used by the team and how these influence collaborative practice</strong></td>
<td><strong>CP2</strong></td>
<td>2b.4 2c.1 2c.2</td>
<td><strong>Met</strong></td>
<td><strong>Not met</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Use appropriate communication strategies to participate in interprofessional discussions to reach a shared understanding for the client</strong></td>
<td><strong>CP2</strong></td>
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</table>

5. Using knowledge and evidence based practice demonstrate competence in applying a range of therapeutic skills to enhance therapeutic gain

| DOP | | Appropriately select and use a range of relevant assessment tools to identify occupational performance needs | | | | |
| CFO T DOP | | Use occupational therapy theory, observational and interviewing skills to identify the factors impacting on a service users participation in occupation | | | | |
### 5. Using knowledge and evidence based practice demonstrate competence in applying a range of therapeutic skills to enhance therapeutic gain

<table>
<thead>
<tr>
<th>Mod ref.</th>
<th>Working towards HPC SOP</th>
<th>Formative Assessment PE initials and date</th>
<th>Practice Educator constructive formative feedback regarding individual aspects of proficiency</th>
<th>Summative Assessment PE initials and date</th>
<th>PE to sign and date to verify summative assessment</th>
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<td>DSP EOC</td>
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<td>demonstrating clinical reasoning and using evidence based practice safely and independently justify, plan and implement interventions (or identified parts), using a range of therapeutic tools and skills with due regard to individual preferences</td>
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<tr>
<td>DSP EOC</td>
<td></td>
<td>demonstrate understanding of the therapeutic use of self in the occupational therapy process</td>
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<tr>
<td>DSP CP2</td>
<td>3a.2 3a.3</td>
<td>identify the unique contribution of occupational therapy</td>
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<tr>
<td>CFO T</td>
<td></td>
<td>use relevant outcome measures to evaluate the effectiveness of interventions</td>
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<tr>
<td>DSP</td>
<td></td>
<td>demonstrate effective workload management skills appropriate to the setting effectively utilising resources to promote service efficiency</td>
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### PLACEMENT 3

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<th>Working towards HPC SOP</th>
<th>1. Demonstrate ability to work safely with indirect supervision</th>
<th>Formative Assessment PE initials and date</th>
<th>Practice Educator constructive formative feedback regarding individual aspects of proficiency</th>
<th>Summative Assessment PE initials and date</th>
<th>PE to sign and date to verify summative assessment</th>
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<tbody>
<tr>
<td>PPO</td>
<td>1a.1</td>
<td>Interpret and critically analyse the impact of international, national and local policy on the practice area</td>
<td>Met</td>
<td>Not met</td>
<td>Pass</td>
<td>Fail</td>
</tr>
<tr>
<td>OFP</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>2b.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2c.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRP</td>
<td>3c.2</td>
<td>Consistently work within local policies, procedures and the legal and ethical standards of the OT profession</td>
<td>Met</td>
<td>Not met</td>
<td>Pass</td>
<td>Fail</td>
</tr>
<tr>
<td>OFP</td>
<td>3a.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRP</td>
<td>Consistently participate in informal and formal supervision to critically appraise own practice and use support to actively develop both personally and professionally</td>
<td>Met</td>
<td>Not met</td>
<td>Pass</td>
<td>Fail</td>
<td></td>
</tr>
<tr>
<td>TRP</td>
<td>Discuss with Practice Educator obligation to maintain fitness for practice in relation to continuing professional development</td>
<td>Met</td>
<td>Not met</td>
<td>Pass</td>
<td>Fail</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Demonstrate safe, competent and evidence based practice to analyse complex occupational issues and promote participation in occupations

| PPO      | 1a.1                     | Justify the selection of an appropriate range of assessments | Met | Not met | Pass | Fail |
| OFP      | 1a.2                     |                                                                 | Met | Not met | Pass | Fail |
| PPO      | 1a.5                     |                                                                 | Met | Not met | Pass | Fail |
| OFP      | 1a.6                     | Competently draw from best practice, occupational therapy theory, observational and interviewing skills to identify the complexity of factors impacting on a service users participation in occupation | Met | Not met | Pass | Fail |
| OFP      | 1a.7                     |                                                                 | Met | Not met | Pass | Fail |
| OFP      | 1b.1                     |                                                                 | Met | Not met | Pass | Fail |
| OFP      | 1b.2                     |                                                                 | Met | Not met | Pass | Fail |
| OFP      | 1b.3                     |                                                                 | Met | Not met | Pass | Fail |
| OFP      | 1b.4                     |                                                                 | Met | Not met | Pass | Fail |
| OFP      | 2a.1                     |                                                                 | Met | Not met | Pass | Fail |
| OFP      | 2a.2                     |                                                                 | Met | Not met | Pass | Fail |
| OFP      | 2a.3                     |                                                                 | Met | Not met | Pass | Fail |
| OFP      | 2a.4                     |                                                                 | Met | Not met | Pass | Fail |
| OFP      | 2b.1                     |                                                                 | Met | Not met | Pass | Fail |
| OFP      | 2b.2                     |                                                                 | Met | Not met | Pass | Fail |
| OFP      | PD3                      | Consistently demonstrate clinical reasoning and use of evidence based practice to safely and independently justify, plan and implement interventions (or identified parts), using a range of therapeutic tools and skills with due regard to individual preferences | Met | Not met | Pass | Fail |
### 2. Demonstrate safe, competent and evidence based practice to analyse complex occupational issues and promote participation in occupations

<table>
<thead>
<tr>
<th>Mod ref</th>
<th>Working towards</th>
<th>HPC SOP</th>
<th>Formative Assessment PE initials and date</th>
<th>Practice Educator constructive formative feedback regarding individual aspects of proficiency</th>
<th>Summative Assessment PE initials and date</th>
<th>PE to sign and date to verify summative assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRP</td>
<td>2b.3 2b.4 2c.1 2c.2 3a.1 3a.2 3a.3</td>
<td>Demonstrate the therapeutic use of self in the occupational therapy process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRP PD3</td>
<td></td>
<td>Monitor and review the effectiveness and outcomes of planned intervention drawing on professional judgements and decision making skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OFP</td>
<td></td>
<td>Manage work load effectively including relevant documentation, and referral on to services and agencies as appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRP</td>
<td></td>
<td>Use professional assertiveness to articulate the unique contribution of OT to relevant parties using identified systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IAE</td>
<td></td>
<td>Identify and discuss potential service developments and/or innovations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3. Demonstrate consistent professional values, attitudes and conduct

<p>| | | | | | | |
| | | | | | | |
| | | Maintain confidentiality and security of written and verbal information acquired in a professional capacity with due regards to disclosure of information | | | | |
| | | Use appropriate communication strategies to negotiate with people and gain informed consent | | | | |</p>
<table>
<thead>
<tr>
<th>Mod ref.</th>
<th>Working towards HPC SOP</th>
<th>3. Demonstrate consistent professional values, attitudes and conduct</th>
<th>Formative Assessment PE initials and date</th>
<th>Practice Educator constructive formative feedback regarding individual aspects of proficiency</th>
<th>Summative Assessment PE initials and date</th>
<th>PE to sign and date to verify summative assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFP</td>
<td>1a.1 1a.2 1a.3 1a.4 1a.6 1a.8 1b.1 1b.2 1b.3 1b.4 2a.1 2a.2</td>
<td>maintain confidentiality and security of written and verbal information acquired in a professional capacity with due regards to disclosure of information</td>
<td>Met</td>
<td>Not met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPO</td>
<td>OFP</td>
<td>use appropriate communication strategies to negotiate with people and gain informed consent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRP</td>
<td>OFP</td>
<td>consistently demonstrate professional behaviour and demeanour upholding Occupational Therapy standards (COT, 2010) and the requirements of the Health Professions Council Standards of Proficiency (2007)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OFP</td>
<td>manage self, staff and other resources required for effective service delivery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPO</td>
<td>recognise, respect and actively support diversity, expertise and experience of individuals, carers, groups and communities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRP</td>
<td>OFP</td>
<td>use theory and reflection to analyse legal and ethical dilemmas experienced in the practice environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mod ref.</td>
<td>Working towards HPC SOP</td>
<td>4. Demonstrate consistent and effective professional and person centred collaboration</td>
<td>Formative Assessment PE initials and date</td>
<td>Practice Educator constructive formative feedback regarding individual aspects of proficiency</td>
<td>Summative Assessment PE initials and date</td>
<td>PE to sign and date to verify summative assessment</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------</td>
<td>---------------------------------------------------------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------</td>
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<td>------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Met</td>
<td>Not met</td>
<td></td>
<td>Pass</td>
</tr>
<tr>
<td>TRP</td>
<td>1a.1 1a.2 1a.5 1a.6 1b.1 1b.2 1b.3 2b.3 2b.4 3a.1 3a.2 3a.3</td>
<td>practise in a non-discriminatory manner and demonstrate a flexible approach towards meeting desired outcomes for individuals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CP3</td>
<td></td>
<td>demonstrate core beliefs of occupational therapy through practice whilst supporting interprofessional working</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CP3</td>
<td></td>
<td>Effectively use communication strategies to participate in interprofessional/interagency discussions to reach a shared understanding for the client</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CP3</td>
<td></td>
<td>work collaboratively to promote maximum therapeutic benefit to service users</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**APPENDIX 5 Level of performance by the end of the placement**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Year 1 (Doing) When involved with service users (under direct supervision) the student:</th>
<th>Year 2 (Being) When involved with service users (Under supervision) the student:</th>
<th>Year 3 (Becoming) When managing a case load (under indirect supervision) the student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>Through discussion with their Practice Educator is able to demonstrate a beginning knowledge of the concepts of occupation, occupational performance and activity analysis from a theoretical perspective and begin to recognise their application to practice</td>
<td>Through discussion with their Practice Educator demonstrates a working knowledge of occupation based theory and the wider factors that underpin and impact upon effective practice</td>
<td>Critically evaluates a range of sources and applies relevant theory, knowledge and skills to a range of practice requirements/ unexpected situations</td>
</tr>
<tr>
<td>Problem-solving skills</td>
<td>Under guidance of their Practice Educator can use activity analysis to apply a problem solving process to simple and straightforward situations</td>
<td>Use the occupational therapy process to identify for their Practice Educator possible solutions to more demanding situations</td>
<td>Using the occupational therapy process consistently demonstrates appropriate decision making and effective problem-solving skills</td>
</tr>
<tr>
<td>Values and attitudes</td>
<td>Demonstrates an active interest in learning about and from practice. In routine situations can interact appropriately with service users and their carers and work well within the team. Acknowledges and works within the boundaries of their knowledge, skills and level of education and codes of conduct</td>
<td>Takes an active role in leading own learning experience. Can consistently and effectively interact with service users, carers and colleagues in more demanding situations. Acknowledges and works within the boundaries of their knowledge, skills and level of education and codes of conduct</td>
<td>Consistently manages and develops their practice in accordance with the College of Occupational Therapists Code of Ethics and Professional Conduct (2010) and Health Professions Council Standards of Proficiency for Occupational Therapists (2007)</td>
</tr>
<tr>
<td>Practice skills</td>
<td>Utilising their beginning knowledge applies safe working practice to key skills under the supervision of their practice educator</td>
<td>Demonstrates competence in safely applying a range of therapeutic skills to enhance therapeutic gain under the guidance of their practice educator</td>
<td>Consistently demonstrates competent and safe practice based on best practice, using theory and reflection to analyse dilemmas experienced in the practice setting to promote participation in occupation</td>
</tr>
</tbody>
</table>
Appendix 6 Guidance on determining student progress

Do I have any concerns?

Are the criteria within the Ongoing Achievement Record being met?

If student is making satisfactory progress in all areas, 
give constructive feedback to encourage further development. Update assessment documentation

SUMMATIVE ASSESSMENT
Complete assessment documentation and give constructive feedback for future practice

PASS STUDENT

• Informal discussion of progress and concerns
• Set up a system to ensure adequate support
• Set a review date
• Notify the Academic Link

FAIL STUDENT
Tripartite process with student practice educator and Academic Link

Practice Educator Personal reflection HAVE I?
• Negotiated a learning contract?
• Clarified my expectations?
• Given feedback?
• Provided learning opportunities?
• Demonstrated appropriate practice?
• Shared my opinion with colleagues?
• Discussed with Academic Link / workplace facilitator?

YES met

Tripartite meeting with practice educator, Academic Link and student
• Renegotiate learning contract
• Identify support system
• Set review date
• Document meeting on Record of Discussion Sheet

Formative assessment Constructive feedback /update assessment / new learning contract

SUMMATIVE ASSESSMENT
Complete assessment documentation and give constructive feedback for future practice

PASS STUDENT

YES

University to organise resit opportunity

NO
APPENDIX 7  PROCESS OF PRACTICE ASSESSMENT

Preparation for placement by University

Identification of future learning needs for next placement

PASS

Documents submitted

FAIL

Undertake planned resit

Summative meeting and completion of assessment with practice educator. Summary of assessment completed.

Student summative self-assessment in relation to progress referring to APT and Learning Contract

Student satisfied with progress / opportunities

YES

NO

Review and develop learning contract work towards identified summative assessment date.

Tripartite meeting with academic link, practice educator and student

NO

YES

Completion of evidence to support learning, Formative meeting and completion of assessment.

Provision of formative feedback

YES

FAIL

Undertake self assessment in relation to progress referring to HPC standards of proficiency/Code of Conduct (COT, 2010) and Learning Contract

Student satisfied with progress / opportunities

YES

NO

NO

PASS

Undertake self assessment in relation to progress referring to HPC standards of proficiency/Code of Conduct (COT, 2010) and Learning Contract

Student satisfied with progress / opportunities

YES

NO

NO

YES
### Occupational Therapy Student Placement Information Resource

<table>
<thead>
<tr>
<th>Placement Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description/Map of location of service/team/department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Placement set up, e.g. office facilities/assessment/therapy rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What to wear</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Typical working day – start/lunch/finish</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team/department/service staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Specialty/description of client group (including list of common conditions seen)</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Models, assessments, types of interventions used by OT service</td>
</tr>
<tr>
<td>Caseload expectations against year/level of training</td>
</tr>
<tr>
<td>• Year 1/Level 4-</td>
</tr>
<tr>
<td>• Year 2/Level 5 -</td>
</tr>
<tr>
<td>• Year 3/Level 6 -</td>
</tr>
<tr>
<td>Placement learning opportunities (including those external to immediate clinical environment, such as potential visits and in-house training/tutorials)</td>
</tr>
<tr>
<td>Background reading list</td>
</tr>
<tr>
<td>Any other relevant information</td>
</tr>
</tbody>
</table>
APPENDIX 9  Orientation to practice placements (to be completed in each placement area on the first day) Standards of Education and Training Number 5 (HPC, 2009)

<table>
<thead>
<tr>
<th>Placement name…………………………………………………………………</th>
<th>Practice Educator initial and date</th>
<th>Student initial and date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Layout of the placement environment identifying key locations and resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification of office and other work spaces that are available for student to use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to key personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure in the event of an emergency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moving and handling of people and equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness of placement policies e.g. taking messages, lone worker, accident procedure, Health and Safety, Infection Control guidelines, confidentiality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confirmation of work hours/study time/lunch arrangement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrangements for supervision &amp; study time determined and booked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notification of sickness procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mail systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team meetings/handovers etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone/bleep/private calls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to IT and password</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library, text books, national/local policy documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other induction requirements – please detail</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX 10 Student Preparation for placement (To be completed before attending first day of placement).

<table>
<thead>
<tr>
<th>Areas for Discussion</th>
<th>Actions to address learning needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special or particular support needs.</td>
<td></td>
</tr>
<tr>
<td>Practice Learning and Support Plan?</td>
<td>Yes</td>
</tr>
<tr>
<td>Previous placement experiences:</td>
<td></td>
</tr>
<tr>
<td>Previous feedback:</td>
<td></td>
</tr>
<tr>
<td>Strengths identified from previous placements: (What experiences did you enjoy?)</td>
<td></td>
</tr>
<tr>
<td>Areas for development/improvement identified from previous placements: (What experiences did you find difficult?)</td>
<td></td>
</tr>
<tr>
<td>What are your personal aims for this placement?</td>
<td></td>
</tr>
<tr>
<td>What do you have to achieve to fulfil requirements of your academic studies?</td>
<td></td>
</tr>
<tr>
<td>What dates are you required to be in University for during this placement? (Collaborative practice module)</td>
<td></td>
</tr>
<tr>
<td>What deadlines for assignments do you have during this placement?</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX 11  Occupational Therapy Supervision Log

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date and time/length of session:</th>
<th>No of placement hours this week:</th>
<th>Type: Formal/informal : Individual/peer</th>
<th>Face to face/phone/email (Delete as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Educator Name:</td>
<td>If cancelled reason for cancellation</td>
<td>Other Attendees:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Agenda:**

**Record of discussion:** (eg. evidence of achievement, learning objectives, ethical issues, clinical reasoning, workload management, skill development; personal development)
<table>
<thead>
<tr>
<th><strong>Other Professionals Feedback:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Service User Feedback:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Actions Agreed:</strong> (Transfer to learning contract)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Signed:</strong> (By PE and Student)</th>
<th><strong>Date/Time of next session:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**APPENDIX 12 OCCUPATIONAL THERAPY – LEARNING OBJECTIVES AND LEARNING LOG**

Keep this form as an up-to-date record of your progress and achievements by evaluating weekly during formal supervision. Add new objectives as appropriate.

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVE</th>
<th>Date agreed:</th>
<th>Practice Placement Educator Signature:</th>
<th>Student Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What do you want to learn or develop (look at the Assessment of Practice Tool and your action plans)? To be written in SMART format):</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date achieved:</th>
<th>Practice Placement Educator Signature:</th>
<th>Student Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING LOG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

| 96 |
**LEARNING OBJECTIVE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Plan</th>
<th>Evaluation of Progress</th>
<th>Evidence of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How are you going to learn/develop? What do you require to fill any gaps in your knowledge and skills? (resources/strategies)</td>
<td>Summarise the progress you made towards your learning objective. What aspects did you perform well? What aspects do you need to improve/develop?</td>
<td>How can you demonstrate that the learning objective is being/has been achieved?</td>
</tr>
</tbody>
</table>
APPENDIX 13 Evidencing Placement Achievement – Placement 1

During each placement you are required to evidence your placement learning and achievements as part of your assessment and overall portfolio. The selected evidence should demonstrate what you have learnt to do and the associated reflections capture what you have learnt from the experience and how it influences your practice. This part of the portfolio has several purposes:

1. For you - It ensures you start to capture examples of how you are progressing in your development towards being an Occupational Therapist and how you can critique this development. In the future as a registered Occupational Therapist you will be required by the Health Professions Council to maintain a reflective portfolio which evidences your continuing professional development and life-long learning in order for you to be eligible to re-register. This is your opportunity to start to develop this skill.
2. For you and your practice educator to use as evidence to monitor your progress and acknowledge your achievements in relation to the Assessment of Practice Tool (APT).
3. For you and your personal tutor to review and discuss your next stage of development.
4. For the placement team to use as a moderation process
5. The components of Evidencing Placement Achievement are:

A: Completed Assessment of Practice Tool
B: Learning contract and learning log
C: Records of supervision
D: Matrix of evidence and supporting reflections
E: Training Certificates
F: Hours sheet

How to complete section D

Consider the evidence you have documented in your learning log which has been verified by your PE. Using the reflection proforma given to you reflect about your learning in relation to this evidence.

Use the checklist matrix below to record evidence you are reflecting on, the title of the relevant reflection, and dates that reflections are completed.

It is anticipated that one reflection will be completed each week of placement and that this should be no more than 2 pages long. You should therefore have 7 completed reflections by the end of your placement. It is important to relate each reflection to an area of proficiency within the assessment of practice tool. The areas of proficiency may be addressed in any order. You will need to share your reflections with your practice educator who is required to verify on the checklist matrix on a weekly basis that this has been done. You will also share your reflections with academic staff and/or peers as part of the mid placement support mechanism.
Reflection Checklist Matrix – Placement 1

<table>
<thead>
<tr>
<th>Area of Proficiency</th>
<th>Title of Reflection(s)</th>
<th>Date of Reflection</th>
<th>Verification by Practice Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to work safely under direct supervision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begin to demonstrate professional communication skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begin to develop professional values, attitude and conduct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begin to develop skills for professional collaboration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning ability to discuss occupation from a theoretical perspective and recognise application in practice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evidencing Placement Achievement – Placement 2

During each placement you are required to evidence your placement learning and achievements as part of your assessment and overall portfolio. The selected evidence should demonstrate what you have learnt to do and the associated reflections capture what you have learnt from the experience and how it influences your practice. This part of the portfolio has several purposes:

1. For you - It ensures you start to capture examples of how you are progressing in your development towards being an Occupational Therapist and how you can critique this development. In the future as a registered Occupational Therapist you will be required by the Health Professions Council to maintain a reflective portfolio which evidences your continuing professional development and life-long learning in order for you to be eligible to re-register. This is your opportunity to start to develop this skill.
2. For you and your practice educator to use as evidence to monitor your progress and acknowledge your achievements in relation to the Assessment of Practice Tool (APT).
3. For you and your personal tutor to review and discuss your next stage of development.
4. For the placement team to use as a moderation process

The components of Evidencing Placement Achievement are:

A: Completed Assessment of Practice Tool
B: Learning contract and learning log
C: Records of supervision
D: Matrix of evidence and supporting reflections
E: Training Certificates
F: Hours sheet

*How to complete section D*

Consider the evidence you have documented in your learning log which has been verified by your PE. Using the reflection proforma given to you reflect about your learning in relation to this evidence.

Use the checklist matrix below to record evidence you are reflecting on, the title of the relevant reflection, and dates that reflections are completed.

It is anticipated that **one reflection will be completed each week of placement and that this should be no more than 2 pages long.** You should therefore have completed 9 reflections by the end of your placement. It is important to relate each reflection to an area of proficiency within the assessment of practice tool. The areas of proficiency may be addressed in any order. You will need to share your reflections with your practice educator who is required to verify on the checklist matrix on a weekly basis that this has been done. You will also share your reflections with academic staff and/or peers as part of the mid placement support mechanism.
<table>
<thead>
<tr>
<th>Area of Proficiency</th>
<th>Titles of Reflections</th>
<th>Date of reflection</th>
<th>Verification by Practice Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to work safely with indirect supervision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate effective and professional communication skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate professional values, attitudes and conduct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate effective professional collaboration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using knowledge and evidence based practice demonstrate competence in applying a range of therapeutic skills to enhance therapeutic gain</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evidencing Placement Achievement – Placement 3

During each placement you are required to evidence your placement learning and achievements as part of your assessment and overall portfolio. The selected evidence should demonstrate what you have learnt to do and the associated reflections capture what you have learnt from the experience and how it influences your practice. This part of the portfolio has several purposes:

1. For you - It ensures you start to capture examples of how you are progressing in your development towards being an Occupational Therapist and how you can critique this development. In the future as a registered Occupational Therapist you will be required by the Health Professions Council to maintain a reflective portfolio which evidences your continuing professional development and life-long learning in order for you to be eligible to re-register. This is your opportunity to start to develop this skill.
2. For you and your practice educator to use as evidence to monitor your progress and acknowledge your achievements in relation to the Assessment of Practice Tool (APT).
3. For you and your personal tutor to review and discuss your next stage of development.
4. For the placement team to use as a moderation process.

The components of Evidencing Placement Achievement are:

A: Completed Assessment of Practice Tool
B: Learning contract and learning log
C: Records of supervision
D: Matrix of evidence and supporting reflections
E: Training Certificates
F: Hours sheet

How to complete section D

Consider the evidence you have documented in your learning log which has been verified by your PE. Using the reflection proforma given to you reflect about your learning in relation to this evidence.

Use the checklist matrix below to record evidence you are reflecting on, the title of the relevant reflection, and dates that reflections are completed. It is anticipated that one reflection will be completed each week of placement and that this should be no more than 2 pages long. You should therefore have 12 completed reflections by the end of your placement. It is important to relate each reflection to an area of proficiency within the assessment of practice tool. The areas of proficiency may be addressed in any order. You will need to share your reflections with your practice educator who is required to verify on the checklist matrix on a weekly basis that this has been done. You will also share your reflections with academic staff and/or peers as part of the mid-placement support mechanism.
## Reflection Checklist Matrix – Placement 3

<table>
<thead>
<tr>
<th>Area of Proficiency</th>
<th>Titles of Reflections</th>
<th>Date of reflection</th>
<th>Verification by Practice Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ability to work safely with indirect supervision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate safe, competent and evidence based practice to analyse complex occupational issues and promote participation in occupations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate consistent professional values, attitudes and conduct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate consistent and effective professional and person centred collaboration</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BSc(Hons) Occupational Therapy

Reflective Log – Evidencing Placement Learning

Name:  
Date:  

**Chosen evidence:**

<table>
<thead>
<tr>
<th>What? (Suggested questions only)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly describe the experience you are reflecting on. What went well? What didn’t go so well?</td>
<td></td>
</tr>
</tbody>
</table>

**Relevance?**  
Why is this important? What did you learn from the experience? What literature/reading informed your thinking; how does it link to modules you have been completing?

**How will this change me/my practice?**  
What didn’t you take into account? What does the literature say about this? What changes will you make to do this differently next time? What have you learnt from this experience? How does it link to other experiences? How has this made you a better student practitioner?
Action Plan.  
*What do you need to do to next? What resources do you require?*

Health Professions Council Standards of Proficiency (2007) (SOPs)  
*Identify a key SOP that your reflection relates to. Explain why.*

College of Occupational Therapists Code of Ethics and Professional Conduct (2010)  
*Identify a key component that your reflection relates to. Explain why.*

Adapted from College of Occupational Therapists (2006)

References:
APPENDIX 14 Standards of Education and Training (HPC, 2009)

The HPC Standards of Education and Training (SETs) identifies the standards against which all education and training programmes are assessed against. There are 6 SETs in total but SET 5 particularly relates to Practice Placements and states:

5.1 Practice placements must be integral to the programme.

5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

5.3 The practice placement settings must provide a safe and supportive environment.

5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.

5.7 Practice placement educators must have relevant knowledge, skills and experience.

5.8 Practice placement educators must undertake appropriate practice placement educator training.

5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.

5.10 There must be regular and effective collaboration between the education provider and the practice placement provider.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- the learning outcomes to be achieved;
- the timings and the duration of any placement experience and associated records to be maintained;
- expectations of professional conduct;
- the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and
- communication and lines of responsibility.

5.12 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.

5.13 A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.
APPENDIX 15 Student Placement Evaluation Form

Student Name: Student Cohort:

Practice Educator:

Which Organisation were you placed in?

Experience gained (e.g. Orthopaedics, older peoples mental health)

Placement dates:

Level of placement: APT 1 APT 2 APT 3

Preparation for Placement

1. I was given at least 2 weeks notice of my placement allocation Yes/No
2. I was prepared in University for my placement Yes/No
3. I accessed the placement profile prior to the placement Yes/No
4. I received correct contact details for my placement Yes/No
5. I contacted the placement area 2 weeks prior to commencing to discuss learning needs/opportunities Yes/No
6. I understood the proficiencies to be achieved prior to placement Yes/No
7. I identified my learning needs pre-placement and documented them Yes/No

Welcome and Induction

8. The placement area and team were expecting me Yes/No
9. I was aware of who my named practice educator was Yes/No
10. At the start of the placement I received an induction and was orientated to the placement area in relation to healthy and safety issues appropriate policies and procedures and routines for example. Yes/No
11. On my first day I was made aware of my line of support within the setting Yes/No
12. My initial learning needs were discussed in the first week in relation to my learning contract Yes/No

Learning Environment

13. My status as a student was recognised and I was able to work at a pace that I could learn from Yes/No
14. A range of learning resources were available on this placement Yes/No
15. I was given responsibilities and opportunities relevant to my stage of training and level of experience Yes/No
16. During my placement practice educators referred to evidence based findings and their application Yes/No
17. I gained experience as part of an interprofessional team Yes/No
18. The staff demonstrated a commitment to valuing diversity  

**Student Support**

19. I had a minimum of one hour formal supervision each week  
20. I had informal supervision opportunities  
21. The level of support and supervision was consistent with my stage of training  
22. I felt able to approach staff to discuss any issues if necessary  
23. I received constructive formative and summative feedback  
24. I had opportunity to continuously negotiate, plan, monitor and evaluate my learning contract  

25. I attended the mid placement visit (1st year), tutorial (2nd year) or received telephone/email contact (3rd year)  

26. Did you require the support from an academic member of staff?  
27. If yes was the support available?  
28. I was given feedback to help me develop my proficiencies  
29. When given feedback a private venue was available  

**Assessment of Practice**

30. My practice educator was familiar with the assessment of practice tool and other placement related paperwork  
31. My practice educator was knowledgeable about the programme  
32. Opportunities were provided for me to discuss my progress  
33. I had the opportunity to meet the proficiencies within the Assessment of Practice Tool  

Please add any comments you wish to make to support your responses here.
## APPENDIX 16  Student Placement Visit Form

### STUDENT VISIT REPORT

All sections must be completed and signed by the visiting tutor then returned to the University placement office within one week of the visit occurring. The report forms will be audited as part of the quality assurance procedures for the programme.

<table>
<thead>
<tr>
<th>Student Name and Cohort:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Practice Educator Name:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Placement Address:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Date of Placement:</td>
</tr>
<tr>
<td>Number of Weeks</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Visiting Tutor:</td>
</tr>
<tr>
<td>Date of Visit:</td>
</tr>
</tbody>
</table>

### EVALUATION OF STUDENTS PROGRESS

<table>
<thead>
<tr>
<th>Q.</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has halfway (formative) report been given? (If not complete, request copy to be sent to the University)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the learning contract been negotiated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is learning contract signed by both parties?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are Learning Outcomes appropriate to level of student?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do they reflect focus of placement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do they relate to required proficiencies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is evidence of achievement being recorded as part of learning contract?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is supervision log completed on a weekly basis?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are Learning Outcomes updated regularly following supervision?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are strategies in place to address any ‘not met’ proficiencies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are reflective logs being maintained?(1 per week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does formal supervision occur weekly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is formal supervision supportive and give constructive feedback?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are informal supervision opportunities available?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student on target to meet University aims and proficiencies appropriate to their level of training?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COMMENTS:

Areas to be worked on:
Student perception

Practice Educator perception

Any Cause For Concern?

AGREED ACTIONS

Is further visit/contact required?  Yes/No  (Delete as appropriate)
If yes please state what and by whom.

Signed:

Date:
APPENDIX 17 Student Tutorial Checklist

This form is to be completed as part of the mid placement tutorial group. Upon completion it should be handed to academic staff member facilitating the group. The academic staff member should return this form to the Placement Office within one week of the tutorial. The report forms will be audited as part of the quality assurance procedures for the programme.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Sign:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Date:</td>
<td>Tutorial Venue:</td>
</tr>
<tr>
<td>Academic Tutor:</td>
<td></td>
</tr>
</tbody>
</table>

**EVALUATION OF PLACEMENT EXPERIENCE**

<table>
<thead>
<tr>
<th>Item</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I received an induction/orientation programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have access to a student resource file containing information such as policies /procedures, learning opportunities, learning resources/materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have negotiated my learning contract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have signed my learning contract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My learning contract is signed by my Practice Educator(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My learning objectives relate to required proficiencies of the placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I update my learning objectives regularly following supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I receive 1 hour (minimum) formal supervision weekly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have documented 1 reflection each week of my placement and have shown and discussed these with my Practice Educator(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have documented relevant Evidence to Demonstrate Placement Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I document my feedback from my Practice Educator(s) evaluating my progress on my supervision log and this is clearly linked to my learning objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I sign my supervision log weekly to confirm accuracy and indicate agreement with required action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My Practice Educator(s) signs my supervision log weekly to confirm accuracy and indicate agreement with required action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am on target to meet my placements proficiencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have negotiated 1/2 days study a week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have completed my required 37.5 hours a week (If no please state no. of hours absent and reason)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have received my Halfway Report</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>