Practice Placement Assessment

The electronic practice placement assessment form is intended to be shared by students and educators.

Each can view all areas of the form, but can only update details in areas allocated to them.

This is done by means of having passwords for these allocated areas.

To access a relevant area, students/educators should double-click on it, then enter their password when prompted. They will then be able to update any information on that page that they’re permitted to.

The form is written in Microsoft Excel, and users should note the following:

Pressing the carriage return key on your keyboard will take you to the next line in Word, but not in Excel. In Excel, you need to hold down the Alt key and press carriage return.

To go back and amend something you’ve already written, double-click on it and use the arrow keys to navigate.

If you have any queries then please contact hhsplace@essex.ac.uk

Students should submit the final copy electronically to otassessment@essex.ac.uk
Areas in white can be completed by either student or educator, apart from the sign-off boxes for educator/s at the foot of the page.

The menu bar down the left-hand side will take you to the relevant page by clicking on an item.

Boxes with red tips in the top right-hand corner update automatically when information is added elsewhere in the program.

The pink and grey boxes are for HHS Placements use only.
When induction elements have been completed, educators should fill in the “Date Completed” and “Educator Initials” boxes. Students should then fill in the “Student Initials” boxes.

Educator/s should fill in the sign-off boxes at the foot of the page once induction is complete.
Improvements

This screen relates to any service improvement projects undertaken by students. It is for educator completion only.
There are three learning outcomes for completion. Educators should detail any warnings given, and ensure each outcome is noted as a pass or fail by putting a cross in the relevant box.

Students need to name or initial each learning outcome once the pass or fail is decided.

Educator/s should fill in the sign-off boxes at the foot of the page once this is complete.
The SWAIN is for completion by students, but needs countersigning by the educator where marked in red.

Educator/s should fill in the sign-off boxes at the foot of the page once this is complete.
Marks that are awarded for communication skills, professional characteristics, OT process skills and clinical reasoning are summarised here (though you award the marks elsewhere in the program).

The final marks are calculated automatically and cannot be amended here, though educators can indicate failure in a section by inputting a “y” in the Fail column.

This page should be signed by educator/s and student, and educator/s should fill in the sign-off boxes at the foot of the page once this is complete.
This page can be completed by either student or educator.

Boxes that you type into will automatically resize so that text is visible, i.e.

Please note that pressing the “carriage return” key will not take you to a new line, as with Word. In Excel you need to hold down the Alt key and then press carriage return.

To go back and edit information in a block of text that you’ve already written, just double-click on it.

Educator/s should fill in the sign-off boxes at the foot of the page once this is complete.
Guide and Classification Pages (for info only)

Assessment Form Completion
It is important that these instructions are carried out exactly

1. The student and educator are each required to complete a copy of this form prior to the final report, recording their own grading of each section (progress grades).

2. The assessment performance criteria in the four sections of the form and the overall grading guidelines page 5 provide guidance on the expectations for student performance for the placement module.

3. Final Report Meeting
Educator, student or both may elect to have additional therapists present with the prior agreement of the other.

4. The student must pass all sections in order to achieve a pass mark.

5. Failure in one or more sections will result in failure of the placement.

6. The educator must also complete the assessment form to a be the final assessment percentage.

7. The student and educator must take the opportunity to comment on each of the sections and also provide tangible examples of evidence to support the grading awarded and to be comments on areas for future development.

8. Student’s right of appeal – the student has the right to appeal against the assessment if there has been maladministration of these procedures.

Classification guidelines demonstrating placement performance:

- **FAIL: 0-39% banding**
  - Even with considerable guidance, prompting & counselling, the student is unable to meet criteria, demonstrating unsatisfactory performance with significant weaknesses in one or more areas.
  - **FAIL (VERY POOR PERFORMANCE) 0-19%**
    - Unable to use resources appropriately. Confused and ineffective communication. Unable to function effectively. Little or no awareness of professional codes of conduct.
  - **FAIL (POOR PERFORMANCE) 20-39%**
    - Insufficient or inappropriate use of resources, inadequate, limited or inappropriate skill application, inefficient and/or unclear communication. Insufficient awareness of professional codes of conduct.
  - **FAIL (INADEQUATE PERFORMANCE) 30-39%**
    - Inadequate use of resources. Inconsistent or significant gaps in skill application. Inadequate communication. Limited awareness of professional codes of conduct.

- **3RD (PASS): 40-49%**
  - Demonstrates satisfactory performance with the student able to demonstrate practice at a basic level with a reasonable level of guidance and support being provided.

- **2.2 (LOWER CREDIT) 50-59%**
  - Student demonstrates the ability to practice professionally with some guidance needed as appropriate. Student demonstrates good performance skills to achieve learning outcomes and can identify and reflect on areas for improvement.

- **2.1 (HIGHER CREDIT) 60-69%**
  - Student demonstrates competent practice with minimal guidance provided. Very good performance is demonstrated consistently in all or most areas of work practice and the student is confident in pursuing and further developing their professional practice.

- **1ST (DISTINCTION) 70-100%**
  - Wide marking band requiring further guideline clarification for low, mid and high banding points as follows.
  - **LOW 1ST 70-79%**
    - Student consistently demonstrates an excellent level of performance in all aspects and will seek guidance independently. Student makes a clear evidence contributed to the service delivery through a very high standard of independent reflection, analysis and application of professional practical and theoretical skills.
  - **MID 1ST 80-89%**
    - Student consistently provides evidence in all of the above demonstrating professional excellence and autonomous practice in all areas and will seek guidance independently. Student makes a significant contribution to wider aspects of service delivery and management through excellent investigative, planning, implementation and evaluative skills.
  - **HIGH 1ST 90-100%**
    - These banding marks denote an outstanding excellence seen in all performance aspects of professional skill, knowledge and behaviour. The student will have consistently demonstrated highly advanced reasoning skills together with innovative and innovative application to overall service improvement. Personal and professional development skills are a natural embodiment of the student’s ability to professionally practice at a remarkable and outstanding level.

Marks awarded at this level must be reserved for outstanding performances only.
Sections 1 - 4

Both student and educator should complete the relevant parts of these pages.

The mark entered as the “educator’s final mark” links to the “Summary” page.

Educator/s should fill in the sign-off boxes at the foot of the pages once they are complete.
Absence details can be completed either by the student or the educator, but the educator must initial each entry.

Total absence hours add up automatically and link to the “Front Page”.

Educator/s should fill in the sign-off boxes at the foot of the page once this is complete.
**Hours**

- Please note:
  - Lunch breaks are not included as placement hours.
  - University of Essex students are expected to work Full-Time (min 33 hours per week).
  - Input the hours and minutes completed daily - select the relevant hours box, then click the arrow and select the hours completed.

<table>
<thead>
<tr>
<th>Hours can only be completed by students. The week commencing date should be input at the top of each column, and clicking on the relevant day’s box will bring up a dropdown list of hours – just select the relevant hours worked that day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly and cumulative totals calculate automatically.</td>
</tr>
<tr>
<td>Study hours should be input separately in the box on the right.</td>
</tr>
<tr>
<td>Educator/s should fill in the sign-off boxes at the foot of the page once this is complete.</td>
</tr>
</tbody>
</table>
### Checklist

**Check list for completion of the assessment booklets**

*Please indicate the following for completion of the assessment booklets prior to returning to the university.*

1. All details completed on front page (Menu tab) **Note:** This includes student number, full placement address, full name of practice educator, final grade, completed hours, placement dates and total no. of absence completed.
2. Complete the Practice education placement student induction record (Health & Safety)
3. SWAIN analysis completed, signed and dated. **Note:** If printing, ensure the page is attached securely.
4. All relevant boxes with final marks completed on assessment summary page including total mark
5. Educator completed general comments box on assessment summary page and both student and educator must sign and date
6. Placement learning contract completed **Note:** If printing, please ensure that this page is attached securely
7. Student prepared mark, educator prepared mark and final mark completed on all 4 assessed sections.
8. All comments in all assessed sections are within the boxes provided
9. Attendance record completed **Note:** This should be completed whether you have had any absences or not and must be signed by the educator. You must notify the University of absences whilst on placement (as per Placement Handbook)
10. Record of practice hours completed with total for each week and final total checked and signed by both student and educator.

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Educators can use the checklist to mark off elements of the placement assessment that are complete.

Educator/s should fill in the sign-off boxes at the foot of the page once this is complete.