**Placement assessment guidance for educators and students**

The assessment of the student’s performance is divided into two parts. Part 1 is concerned with professional conduct and Part 2 is concerned with five areas of professional practice:

**Part 1: Professional Conduct**

This part of the assessment includes learning outcomes for safe practice, non-discriminatory practice and professional behaviour. The student’s performance must be satisfactory in all three learning outcomes in order to pass the placement. Failure of any of these three outcomes at any stage of the placement will override part 2 and cause the student to fail the placement. In a situation where there is concern relating to safety or professional behaviour a written warning must be completed and must be signed by both student and practice educator. A written warning does not constitute failure. **Educators: please ensure you place a tick in the relevant box, sign and date to indicate pass or fail for each outcome in Part 1.**

**Part 2: Professional Practice.**

This part of the assessment contains 5 areas of professional practice, each of which must reflect a negotiated learning objective (indicated in the learning contract) to be passed by the end of the placement. Students must reach a satisfactory pass grade in all practice areas, indicating the student has good potential. A fail in one or more sections will result in overall failure of the placement. At the half way stage these areas indicate the level of achievement.

The student and educator should use the module learning outcomes and SWAIN to negotiate and agree learning objectives, recording them in the learning. There should be learning objectives for each of the five areas of practice listed. These learning objectives should be SMART (specific, measurable, achievable, realistic, timely) and cross referenced on the assessment form. To help you, suggested general statements for learning objectives are listed in the table on the following page. Further discussion will take place as part of the halfway monitoring of the placement by a university tutor. The student’s performance must be satisfactory in each of the practice areas relevant to the placement setting in order to pass the placement.

On the final assessment form, space is provided for practice educator comments. Qualitative comments made by the educator should provide the student with clear feedback about their strengths and future areas for learning and development in each of the practice areas. If a student is not achieving an area of professional practice the danger of failure process should be initiated (see danger of failure process in placement handbook).

|  |
| --- |
| **Guidance for completing part 2 of assessment** |
| **Please see placement handbook for examples linked to learning objectives** |
|  |  |
| **Professional practice areas** | **General statements** |
| **Safe practice**  | The student is safe to practice in relation to both the stage of training and to the placement environment  |
|  |
| Examples: Awareness of policies and procedures, risk management, self-awareness, knowing own limitations, appropriate use of asking for support, consent, record keeping |
| **Effective practice** | The student is able to select and use different forms of communication appropriate to the setting. The student is able to self-manage both personally and in a professional setting. The student prepares adequately. The student is able to form professional relationships with significant others. |
|  |
| Examples: Time keeping/management, prioritisation, organisation, attendance, commitment to learn, communication, active listening, working with teams/carers |
| **Informed practice** | The student is able to reflect on their own therapeutic abilities. The reflection can be used to modify attitudes and behaviours to improve practice, identify areas for development and for research. Is the student able to use and apply academic work to placement situations e.g. the analysis of dysfunction, selection of interventions with knowledge of basic human and applied sciences.  |
| Examples: Understanding relevant legislation/practice guidelines, recognising constraints and limitations/how do you manage this in the setting. Such as: financial constraints, professional reasoning, evidence based practice, reflective practice, integration of theory and practice, application of theoretical knowledge |
| **Occupation focused practice** | The student allows the service user to guide their own care. The optimum relationship is achieved. The student understands and follows the normal occupational therapy process of assessment through to evaluation. The student is able to grade and adapt the activity taking into account the service users specific needs and support recommendations for a particular individual with appropriate frames of references |
|   |
| Examples: Recognise purposeful and meaningful occupations/nature of occupation, person/context, verbalise an occupation focused to other professionals, promote engagement in occupation, self-care, person centred practice, group Vs individual intervention, models/frame of reference/consider a framework appropriate for the setting |
| **Professional conduct** | The student behaves in a manner expected of an occupational therapist, both in terms of personal and professional standards. The student observes and adheres to the COT (2015) Code of Conduct and HCPC (2009) Standards of proficiency for occupational therapists |
|   |
| Examples: Professional conduct, attitudes and behaviour, interpersonal, pass indicated in part 1, capacity for learning and using feedback/supervision  |

|  |
| --- |
| **Guidelines for assessing placement performance for both parts of the assessment.**  |
|  |   |
| **FAIL** |   |
|         **NOT ACHIEVED** |   |
|         The student is unable to achieve the module learning outcomes because of unsatisfactory performance, with significant weaknesses in one or more practice areas.  |
|          **Failure of this placement means that it will have to be repeated and the student assessed again on this placement. A second failure will require the student to** **withdraw from the programme.** |
|          **WORKING TOWARDS** |
|          Achieved some aspects to satisfactory standard but inconsistent demonstration of all requirements |
|   |   |
| **PASS** |   |
|          **ACHIEVED** |   |
|          The student is able to practice to the required standard in all areas of practice, with appropriate supervision.  |
|          **ABOVE EXPECTATIONS** |
|          Students demonstrate competent practice above the required standard for the placement |
| **Comments must be written in the assessment forms, to support the pass/fail grading of performance.**  |
|   |   |
|  |   |
| **Placement levels** | **Terminology examples to support development of learning objectives for assessment for each area of practice** |
| Level 4 | Observe, identify, demonstrate, describe, basic understanding, discuss |
| Level 5 | Discuss and critically evaluate, develop and maintain, integrate, apply, summarise, build and sustain professional relationships, analyse |
| Level 6 | Be able to assess and manage, synthesise, evaluate and critically analyse, debate, determine appropriate actions, monitor and review, critically evaluate own practice |
| *Examples Based on Blooms Taxonomy*  |

**Guidance to Students for Specific Placements**

**Practice Placement Education**

**Guidance for placement 1 - EXPLORE**

**Overall placement aim:**

Over this four week placement, you will EXPLORE the practice of occupational therapy in a specific setting. By the end you will be able to identify and describe routine practice you have encountered in your exploration.

**Placement description:**

In this first placement, you will learn to develop an occupational focus, seeing people as occupational beings and using the occupational therapy process to understand their progress through a service. You will explore how this focus contrasts and complements the work of multi-disciplinary teams and other services. You will explore how the core values, skills and beliefs you have learned about so far are enacted in the placement setting, including communication skills and occupational theories.

You will demonstrate your learning as you progress through the placement and summarise your achievements using a continuing professional development activity (HCPC, 2012) which has been agreed and negotiated with your educator.

**Learning outcomes:**

By the end of the module you will be able to:

* Demonstrate knowledge of the OT process relevant to your placement setting
* Demonstrate effective use of reflection to develop the professional practice
* Demonstrate the ability to interact with individuals/people using a broad range of communication styles

**Practice Placement Education**

**Guidance for placement 2 - INITIATE**

**Overall placement aim:**

Over a six week placement, you will INITIATE occupational therapy in a specific setting. By the end you will be able to question situations to identify problems and demonstrate the application of solutions within your initiatives.

**Placement description:**

This placement requires active participation in practice; initiating elements of the occupational therapy process and sharing your professional reasoning at each stage. Your reasoning will involve thinking critically about the different aspects of practice and the knowledge and evidence which informs your practice. You will use reflection to develop awareness of yourself as a practitioner and identify areas for further learning. You will initiate interactions with other team members and those involved in this setting, based on the understanding of the contexts for practice. You will demonstrate your learning as you progress through the placement and summarise your achievements using a continuing professional development activity (HCPC, 2012) which has been agreed and negotiated with your educator.

**Learning outcomes:**

By the end of the module you will be able to:

* + - Evaluate sources of knowledge, evidence and information for practice in a specific setting
		- Use reflection and professional reasoning to guide the occupational therapy process and develop own practice for the benefit of service users, carers and the service as a whole
		- Select apply and evaluate appropriate actions to initiate occupational therapy in a specific setting

**Practice Placement Education**

**Guidance for placement 3 - LEAD**

**Overall placement aim:**

Over an 8 week placement you will LEAD on an aspect of the delivery of occupational therapy in a specific setting. By the end of the placement, you will be able to demonstrate the use of professional reasoning to justify your decisions and judgements you have made as part of your leadership.

**Placement description:**

This placement will offer the opportunity for leadership, where you will demonstrate your practice based on decisions about how you work, using the best evidence, knowledge and understanding of the setting. This placement requires the development of innovative and creative ideas for practice based on sound theories. You will identify an issue arising from the context, generate and evaluate solutions and apply one as a practice innovation. You will also have the opportunity to discover quality monitoring processes and the implications of these in practice. You will demonstrate your learning as you progress through the placement and summarise your achievements using a continuing professional development activity (HCPC, 2012) which has been agreed and negotiated with your educator.

**Learning outcomes:**

By the end of the module you will be able to:

* Critically analyse the setting for occupational therapy from a range of relevant perspectives
* Critically appraise and evaluate the scope for evidence based practice
* Evaluate the effectiveness of leadership for service improvement

**Practice Placement Education**

**Guidance for placement 4 - MANAGE**

**Overall placement aim:**

Over a ten week placement, you will MANAGE your provision of occupational therapy in a specific setting. By the end you will be able to critically analyse and evaluate practice from multiple perspectives, self-managing.

**Placement description:**

This final placement will require you to manage your own learning under supervision, fully engaging with the practice setting and its broader context. You will be required to demonstrate evidence of competent practice and readiness for transition from student to therapist. This placement requires demonstration of a highly professional level of skills and the use of critical evaluation and reflection to continually develop practice from a robust evidence base. You will be required to share your knowledge and skills. You will demonstrate your learning as you progress through the placement and summarise your achievements using a continuing professional development activity (HCPC, 2012) which has been agreed and negotiated with your educator.

**Learning outcomes:**

* Draw upon and critically evaluate relevant knowledge from a wide range of sources to demonstrate understanding of key factors within the placement setting.
* Synthesise theory and practice for effective service delivery
* Effectively manage self to respond to changing and complex situations and initiate appropriate action.