

School of Health & Social Care

FdSc - Assistant Practitioner Apprenticeship (OT Pathway)

and OT Bridging CPD Module

HS179 - Practice Assessment Document

Practice Placement – EXPLORE – Level 4

|  |  |
| --- | --- |
| Learner Name  |  |
| Student No.  |  |
| Placement Name |  |
| Placement Address |  |
| Educator 1 |  |
| Educator 2 |  |
| Start Date |  |
| End Date |  |

Final outcome

|  |  |
| --- | --- |
| Part 1 – Professional Conduct (Pass/Fail) |  |
| Part 2 – Professional Practice (Pass/Fail) |  |
| Hours Completed |  |
| Absences (Hours) |  |

Once completed, learners should submit their placement paperwork through FASer. Please look for the relevant portal.

Terminology:

Throughout this document the term ‘*Learner*’ will be used to represent students on the OT Bridging Module and Apprentices on the Assistant Practitioner Apprenticeship (OT Pathway).

Signature Log and Declaration:

Everyone contributing to the signature log should create an electronic signature which is inserted into the signature column below.

Declaration: Individuals completing the signature log below are declaring that the signature and initials are provided as evidence of authenticity of the named person.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Name | Signature | Initials |
| Learner |  |  |  |
| Educator 1 |  |  |  |
| Educator 2 |  |  |  |

Practice Education Placement Learner Induction Record

Health & Safety

Duties of Placement Providers: Under the Health and Safety (training for employment) Regulations 1990, learners participating in work experience are regarded as the placement providers’ employees for the purpose of health and safety. Providers must therefore ensure, as far as it is reasonably practicable, the health, safety, and welfare at work of all their employees.

Please note for any incident affecting the learner’s health or safety, please attach a copy of the incident form completed.

On day 1 of the placement the learner has been given information relating to:

|   | Date Completed | Educator Initials | Learner Initials |
| --- | --- | --- | --- |
| The named person to go to in the event of difficulties |  |  |  |
| Information about the bleep system (where appropriate) and relevant emergency numbers |  |  |  |
| Emergency procedures, including Cardiac Resuscitation Procedures, Fire and Security  |  |  |  |

Also, during their induction period, the following policies and procedures have been made available to the learner:

|   | Date Completed | Educator Initials | Learner Initials |
| --- | --- | --- | --- |
| Incident Reporting |  |  |  |
| Health & Safety including COSHH |  |  |  |
| Manual Handling, Infection Control & Fire |  |  |  |
| Harassment and bullying |  |  |  |
| Equal Opportunities  |  |  |  |

NB. This should not replace, but be in addition to, the learner information pack.

**Record of contact with the university**

| Initiated by | Person contacted | Date and method | Response received |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

If you have concerns/issues regarding this learner, then.

please telephone 07825 845325 or 01206 874312 ASAP

Part 1 - Professional Conduct

Failure of any outcome in Part 1 will override Part 2 of the assessment and cause the learner to fail the placement. If there are concerns relating to the learner’s performance in Part 1, please contact the Practice Placements Team on 01206 874312 or practiceplacements@essex.ac.uk as soon as possible, as it may be necessary to start the Risk of Failure procedure (see Placement Handbook). The Practice Placements Team will refer your query to the most appropriate member of the University Occupational Therapy Team. Records of warnings must be completed in all situations where there are concerns relating to safety, professional behaviour, or non-discriminatory practice of the learner, and must be signed by both the learner and the practice educator.

| Learning Outcome 1 | Fail |
| --- | --- |
| 1) Integrates health and safety legislation into occupational therapy practice, taking account of local policy and procedures. | Fails to apply knowledge of health & safety policy to specific patient groups/conditions i.e., infection control, moving and handling. * Persistently fails to protect self or use protective equipment correctly.
* Is unaware of or disregards the contraindications of treatment.
* Persistently applies treatment techniques and handling skills in a way which puts patient and/or self at risk.
* Is unreliable in reporting and often fails to tell the educator about adverse findings and/or patient complaints.
* Persists in unsafe practice despite verbal instruction and/or warnings.
 |

| Record of warnings givenAny entries should be dated and signed by both the learner and the practice educator |
| --- |
|  |
| Educator Initials: Date: |
| Learner Initials: Date: |

| Part 1 – Learning Outcome 1. Pass/Fail? |  |
| --- | --- |
| Educator Initials: |  |
| Date: |  |

| Learning Outcome 2 | Fail |
| --- | --- |
| 2) Demonstrates non-discriminatory practice. | May exploit the mutual trust and respect inherent within a therapeutic relationship. Persistently fails to uphold, the rights, dignity, and autonomy of patient’s, including their role in the diagnostic and therapeutic process.For example.• Shows disrespectful behaviour and prejudice towards an individual’s gender, ethnic background, religion, sexuality, age, diagnosis• Shows consistent disregard for client-centred practice e.g., dismissive of the client/carers needs, values and beliefs. |

| Record of warnings givenAny entries should be dated and signed by both the learner and the practice educator |
| --- |
|  |
| Educator Initials Date |
| Learner Initials Date |

| Part 1 – Learning Outcome 2. Pass/Fail? |  |
| --- | --- |
| Educator Initials |  |
| Date |  |

| Learning Outcome 3 | Fail |
| --- | --- |
| 3) Fulfil all responsibilities related to legal ethical and local considerations of professional practice including clinical information (COT 2015, HCPC 2008, HCPC 2009) | Fails to comply with and has inadequate knowledge of the professional code of conduct. For example: Persistently poor time keeping and fails to implement arrangements and agreed procedures. Persistently demonstrates poor record keeping. Does not respect patient confidentiality. Poor / or inappropriate standards of dress and/or hygiene. Persists in unprofessional behaviour despite verbal instructions and/or warnings. |

| Record of warnings givenAny entries should be dated and signed by both the learner and the practice educator |
| --- |
|  |
| Educator Initials Date |
| Learner Initials Date |

| Part 1 – Learning Outcome 3. Pass/Fail? |  |
| --- | --- |
| Educator Initials |  |
| Date |  |

Please ensure you have indicated either pass or fail and signed and dated all three learning outcomes in this section. If not completed, the University of Essex will contact you to clarify the learner’s pass or fail status for this section.

For any objective failed, please outline the reasons why in the box below:

|  |
| --- |
|  |
| Educator Initials Date |
| Learner Initials Date |

‘SWAIN’ for Professional Development on Placement

To complete the SWAIN analysis, identify your perceived Strengths and areas of Weakness for personal & professional development for the next placement experience.

Identify Aspirations (what you hope to be able to do or achieve during the placement) and Inhibitions (what you think may get in the way of achieving or undertaking your aspirations).

Outline what you feel are your personal and professional development Needs for the placement.

This information will enable your educator to plan the placement in relation to your specific learning needs to help form the basis for your learning contract.

|  |  |
| --- | --- |
| Strengths | Weaknesses |
|  |  |
| Aspirations | Inhibitions |
|  |  |
| Needs |
|  |

|  |
| --- |
| Any special considerations for the placement including contractual issues for the learner: |
| I have read and understood the Additional Guidance for Educators at the end of this document and taken into consideration any contractual issues for the learner. | Yes / No |
| Signed by educator: | Date: |
| I have disclosed a disability or specific learning need to my educator - Yes / No  |
| Date: |
| Signed by educator: |
| Signed by learner: |
|  |
| If yes, the ways in which this may impact upon my learning experience have been identified and discussed. Strategies to be implemented include: |
| Resources Available in the Department (identified by discussion with practice educator): |

Part 2 - Professional Practice

Placement Learning Contract

| Supervision (how will supervision occur, for how long, when and with whom): |  |
| --- | --- |

Occupational Therapy Competency Checklist: Level 4 – Practice Placement Explore

|  |  |  |  |
| --- | --- | --- | --- |
| Professional Practice area and competency  | Evidence (learner)  | Date met  | Name/Signature /Designation of person signing off.  |
| Safe Practice |
| * Comply with legislation and organisational policies and procedures on health, safety and risk management and discuss the implications for practice
 |  |  |  |
| * Gains consent from service users
 |  |  |  |
| * Demonstrates safe working practices within own limitations
 |  |  |  |
| * Demonstrate an understanding of the record keeping processes within the workplace
 |  |  |  |
| * Maintain confidentiality and security of written and verbal information
 |  |  |  |
| Effective Practice  |
| * Discuss the role of the occupational therapist in the practice setting
 |  |  |  |
| * Demonstrate the ability to interact with individuals/people using a broad range of communication styles
 |  |  |  |
| * Identify the roles of different team members and discuss how they may work alongside Occupational therapists
 |  |  |  |
| * Reflect on practice to identify personal and professional learning needs
 |  |  |  |
| * Demonstrate the professional values and relevant core skills of an occupational therapist within the practice context
 |  |  |  |
| * Demonstrate skills in professional collaboration utilising listening skills, adaptability, organisational skills, communication skills.
 |  |  |  |
| Informed Practice  |
| * Use appropriate theoretical knowledge and observations to inform practice
 |  |  |  |
| * Explain the physical, psychological, social, and environmental needs of service users
 |  |  |  |
| * Identifying the evidence base that informs provision within the practice setting, including legislation and policy
 |  |  |  |
| * Demonstrate knowledge and skills of reflection summarising key points of learning for future practice
 |  |  |  |
| Occupation Focussed Practice |
| * Demonstrate an understanding of the appropriate stages of the occupational therapy process relevant to the practice context
 |  |  |  |
| * Identify key influences impacting upon service user’s daily occupations
 |  |  |  |
| * Demonstrate the interactions between self and others within the therapeutic relationship, considering the individual’s values and beliefs.
 |  |  |  |
| * Demonstrates person centred care within the practice context
 |  |  |  |
| * Work with service users in individual and/or group interactions relevant to the setting, focusing upon their goals
 |  |  |  |
| Professional Conduct |
| * Adhere to organisational and professional policies/procedures
 |  |  |  |
| * Demonstrate understanding of the importance and relevance of the Health & Care Professions Council Standards of Conduct, Performance and Proficiency (2013) and the relevance of the Code of Ethics and Professional Conduct for Occupational Therapists (2015)
 |  |  |  |
| * Demonstrate appropriate professional behaviour, at all times
 |  |  |  |
| * Appropriately prepare and engage in formal and informal supervision with practice educator
 |  |  |  |

Part 2 – Professional Practice – General Comments

| Educator general comments and outline future learning needs: |
| --- |
|  |

Practice Placement – Attendance Record

| Date of Absence | Duration(Hours) | Reason for Absence | Educator Initials |
| --- | --- | --- | --- |
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|  |  |  |  |
|  |  |  |  |
| Total Hours Absent |  | Educator Initials |  |

**Please ensure your educator initials this form even if you have not had any absences, putting a ‘0’ in the Total Hours Absent box.**

**Record of Practice Hours Completed**

Please note:

* Lunch breaks are not included as placement hours.
* University of Essex learners are expected to work Full-Time (min 37.5 hours per week)
* Learners are entitled to undertake a half day study per week in negotiation with their educator. These hours are included in the overall practice hours.
* Learners/Apprentices are not expected to work outside of their contracted employed hours/days (see guidance at the end of this document for further information).

| **Week 1** |  | **Week 2** |
| --- | --- | --- |
| **Date:** | **Hours completed** |  | **Date:** | **Hours completed** |
| Mon: |  |  | Mon: |  |
| Tues: |  |  | Tues: |  |
| Weds: |  |  | Weds: |  |
| Thurs: |  |  | Thurs: |  |
| Fri: |  |  | Fri: |  |
| Sat: |  |  | Sat: |  |
| Sun: |  |  | Sun: |  |
| **Total** |  |  | **Total** |  |

|  |
| --- |
| Educator Initials: Date: |
| Learner Initials: Date: |

Guidance to Learners and Educators

Module: HS179 – Introduction to Occupational Therapy Practice Placement - EXPLORE

Level: 4

Credit rating: 0

Module hours: 75

Overall placements aim:

Over this two-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 placement, 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.

Pre-requisite:

* Completion of mandatory requirements and declarations
* Completed 75 hours (insight days) in a setting outside of your usual workplace with evidence of reflective practice.
* Undertaken a placement preparation session covering: SWAIN, learning outcomes, placement expectations and assessment documentation.

Module content:

* OT process
* Core skills of an Occupational Therapist
* Theoretical frameworks relevant to occupational therapy
* Placement debriefing session.

Teaching and learning strategies:

* You will draw upon previous experiences and learning to date to inform your placement.
* You will demonstrate the ability to communicate and interact with those you are working with alongside skills of reflection in line with the placement learning outcomes.

Learning support:

You will have access to support from your university personal tutor, peers, and practice educator. The educator acts as a facilitator, mentor and assessor of your learning and development.

You are encouraged to disclose any learning needs to the educator and consider strategies to support learning. This is indicated on the completion of the SWAIN form.

Support from the University of Essex Occupational Therapy practice educator is available to both learners and educators throughout the placement.

Assessment:

The assessment of this placement is based on evidence of achievement of:

* Completion of the Occupational Therapy Competency Checklist in full
* PASS in all areas of section 1

Additional Guidance for Educators

This two-week EXPLORE placement at Level 4, forms part of the HS179 Introduction to Occupational Therapy Module that the learners are currently studying. They must PASS this placement as part of the assessment to successfully complete this module.

Learners coming to you on placement will either be a CPD OT Bridging Module or an Assistant Practitioner (AP) Apprenticeship. Each learner will be working as an OT assistant/technician in their employed role but need to complete HS179 in order to apply for and progress onto the OT Degree Apprenticeship (OTDA) at University of Essex. A bridging module learner will be completing HS179 as a stand-alone 12-week CPD module, whereas an AP apprentice will be completing HS179 as part of their Level 5 AP Apprenticeship.

HS179 is a twelve-week OT specific module that introduces learners to the foundations of the OT process, core OT skills and theoretical frameworks relevant to OT in preparation for them applying for the OTDA. However, at this stage learners are not considered OT professional learners.

As this will be their first placement specifically focused on OT, the aim is to explore the role/practice of OT in a different setting to their employed role and by the end, be able to identify and describe the OT process and other routine practices including the role of the MDT. Learners will need to be demonstrating an occupational focus, seeing people as occupational beings, and using the occupational therapy process to understand their progress through a service. This is also a good opportunity to begin to observe how models of practice and frames of reference are used in practice to start to understand the theory to practice link at an introductory level. Learners will primarily be in an observational role but can be encouraged to take part in the OT process as appropriate e.g., information gathering, being part of the initial assessment process etc.

Learners must achieve a total of 75 hours of placement over these two weeks which includes a half day of study each week or one full day of study within the two weeks. Apprentices are not expected to work outside of their contracted employed working hours or contracted employed working days. However, with more placements working extended hours or weekends, placement hours may be worked outside of the apprentice’s contracted employed hours/days as long as their employed contact allows for this and all parties i.e., the university, the apprentice’s employer and apprentice agree to this in advance of the start of the placement.

It is the learner’s responsibility to ensure that they leave their placement with their EXPLORE placement document completed and signed. However, as an educator your responsibility is to complete and initial/sign relevant parts across the document to support the learner achievement. Wherever possible, please complete this document as an electronic version using an electronic copy of your signature for the Occupational Therapy Competency Checklist section.

If you have any further questions or queries related to the module or placement requirements, please attend the online drop-in session which will be held the Friday of the first week of placement from 12:00-13:00. Your learner/ will be able to share the session details with you. Alternatively, please contact Alicia Smith (HS179 Module Lead) directly for further assistance on a.smith@essex.ac.uk