



University of Essex

Practice Placement Handbook

Academic Year 2019/20

**School of Health and Social Care
MSc Occupational Therapy (Pre-registration)
BSc (Hons) Occupational Therapy (Full time and part time)**

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Introduction

Welcome to the University of Essex Occupational Therapy Practice Placement Handbook.

The handbook provides an overview of the MSc and BSc (Hons) Occupational Therapy programmes and the processes involved in practice placement provision. Examples of assessment documentation required by all students and practice educators can be found on the university website link: <https://www.essex.ac.uk/departments/health-and-social-care/placements/occupational-therapy-placements>

Practice placements are an integral part of health professional education programmes and should be a positive and satisfactory experience for both practice educators and students.

Maintaining the quality of practice education requires a working partnership between the University of Essex and placement providers. Each party has a responsibility to enhance the student experience through open communication channels. Alongside having direct contact with visiting tutors from the University of Essex, placement educators are encouraged to use the Placement Educator's Feedback Questionnaire as an effective method for informing the University of any issues.

If you have any queries about any aspect of practice education please contact: Placement Administrators, T 01206 874312 or 874974, Email: practiceplacements@essex.ac.uk

We aim to resolve any issues of complaint as speedily as possible.

If you wish to make a formal complaint about any aspect of practice education it should be addressed to:

Vikki-Jo Scott (Head of School)
School of Health and Social Care
University of Essex
Wivenhoe Park
Colchester
CO4 3SQ
T 01206 874487
E v.j.scott@essex.ac.uk

Practice Placement Strategy

This strategy provides an overview of the MSc and BSc (Hons) Occupational Therapy programmes and the processes involved in practice placement provision.

Practice placements are an integral part of health professional education programmes and should be a positive and satisfactory experience for both practice educators and students. Maintaining the quality of practice education requires a working partnership between the University of Essex and placement providers.

All students will experience four different practice placements across the following settings:

NHS/Local authority commissioned services

Non-traditional sites – e.g. vocational/educational services/private/independent practice.

Role emerging placements – where there is not an established Occupational Therapy role.

There may be the opportunity for students on penultimate and final placements to experience working in a setting where there is not an established occupational therapy role. These 'role emerging' opportunities may occur in settings such as residential homes, hostels, homeless services, outdoor pursuit centres, independent drug agencies, schools etc. Students may undertake this type of placement individually or as a shared experience with a peer. This type of placement can challenge students to develop a strong sense of professional identity. Students are encouraged to discuss the opportunities with their programme lead and role emerging placement tutor in conjunction with the Placement Lead.

Introduction to Practice Based Learning

Practice-based learning is a vital and indispensable part of the occupational therapy students' learning process in their educational and professional development. Practice experience enables the acquisition of new knowledge and skills as well as the application and consolidation of and reflection upon learning gained in the university environment. Essentially, the aim of practice placement learning is to offer students opportunities to develop core practice and transferable skills across a range of settings. The Health and Care Professions Council (HCPC) Standards of Education and Training (2017)(Standard 5) sets out the different requirements for practice learning, teaching and supervision to be designed to encourage safe and effective practice, independent learning and professional conduct <https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-education-and-training.pdf>

Aims of Practice Based Learning

During practice placements, students have opportunity to work alongside skilled role models as well as with professionals from other disciplines to support development of a collaborative working ethos. Placement interactive experiences, across a variety of settings, facilitate a naturally occurring transferable learning and teaching process to incorporate academic knowledge and skills in the development of personal and professional skills, knowledge and competence as an occupational therapist. To facilitate student confidence, care is taken to ensure that the experiences of the individual student are sufficiently challenging to their unique practical, intellectual, imaginative and creative powers and are commensurate with their identified learning needs.

Formal practice placement supervision is undertaken by registered occupational therapists and provides the forum for constructive critical appraisal, feedback and guidance on the student's skills, performance and development needs.

Reflective space ensures that students incorporate a sense of professional identity (roles, values and attitudes), an analytical approach to critical problem-solving and a growing sense of self-awareness (and of others) to foster independent judgement.

Placement Opportunities and Organisation

The School of Health and Social Care Occupational Therapy programmes access practice placements primarily in Essex. Students can also expect to access available services in Hertfordshire, Suffolk, Cambridgeshire and the fringes of London. Students are placed in a variety of multi-disciplinary healthcare settings and experience will be gained with people who have physical and mental health care needs.

Students are guided to use practice placement opportunities to develop and consolidate core skills whilst also pursuing areas of specialist interest. They will access a range of placement settings which may encompass services based within the National Health Service (NHS), Private Sector, Social Services and Primary Health Care Services. In addition, there can be opportunity to experience occupational therapy in developing areas such as private and voluntary sector agencies to access 'role emerging' placement opportunities.

Important information about placement organisation

In all circumstances placements will be organised and allocated by the University of Essex Practice Placement team. There are accepted placement provision protocols negotiated with service providers across the region and students must not approach services directly to seek placements. Any deviance from this process will not be sanctioned.

Placements may be subject to short notice or changes due to circumstances outside the control of the University of Essex.

Placement start and finish dates may occasionally be extended beyond scheduled dates to accommodate availability although every effort to secure placements for the stated periods will be made.

Without exception, all students will be allocated their placement information from the placement administrative database only after the student has successfully completed the relevant pre-placement training i.e. mandatory training for both online and practical elements.

Students are expected to make arrangements to travel to placements and adhere to conventional service working hours.

Local placements cannot be guaranteed:

You may have to stay away from home, and meet the costs associated with this. Wherever possible we will try to keep your journey times to under 90 minutes, but again, this is subject to placement availability. **Refusal to accept a placement on the grounds of location may be regarded as a "fail" unless you have extenuating circumstances.**

Occupational Therapy Programmes

The University of Essex provides three routes to registration as an Occupational Therapist with the Health and Care Professions Council.

- 2 year MSc accelerated route, 4 year part-time BSc (Hons) programme and 3 year full time BSc (Hons) programme, all with practice placements of 4, 6, 8 and 10 weeks duration.
- The part time programme accepted its last cohort of students in 2016. Following on from this the University of Essex currently offers the Pre-registration MSc Occupational Therapy programme (2 years) and the full time BSc (Hons) Occupational Therapy programme (3 years).

Teaching and learning approaches

Students will take an incremental approach to their learning in the placement setting, building their professional practice in preparation for when they have qualified. SWAIN forms are used by students to translate their learning from the academic setting to the practice setting and throughout placements. Placements are selected and allocated based on the students learning requirements, amongst other factors. CPD occurs throughout placements and is an important part of the placement experience.

Student evidence of learning and Continuing Professional Development (CPD)

Placement education provides an essential environment for both personal and professional development from student to competent practitioner, enabling the student to utilise available experiences and resources to inform their learning. Throughout the placement the student will collect both formal and informal evidence of learning through the use of learning contracts, supervision logs, placement assessment and feedback.

A moving and handling log (Appendix 9) is an integral part of the portfolio framework.

A CPD portfolio framework provides the student with a variety of tools to aid supervision and reflection processes. It is strongly recommended that the student has opportunity through formal and informal supervised practice to reflect on practice placement experiences. Students will demonstrate learning as they progress through the placement and summarise achievements using a continuing professional development activity (HCPC, 2018) which has been agreed and negotiated with their placement educator.

HCPC (2018) *Standards of continuing professional development: Our expectations around demonstrating continuing learning and development. Available:*

<https://www.hcpc-uk.org/standards/standards-of-continuing-professional-development/>

[accessed 09.07.19]

The following provides examples of work-based activity guidance:

Case study

Students can use a case study as one form of evidence of their learning on any placement. Below are some general guidelines for presenting this information.

General guidelines for all case studies

A case study could include information relevant to the occupational therapy process as appropriate to the service area and to demonstrate student professional reasoning processes at an appropriate level for stage of training.

- Overview of person referred to the service and the service users perspective
- Reason for referral
- Identified needs
- OT process – assessment, interventions, evaluation
- Occupational focused practice
- Guiding theories, policies, legislation
- Benefits and outcomes for service users
- Service/resource limitations
- Future learning and development
- Evidence base for study – source references

Students must obtain signed consent from the chosen case study person and their placement educator using the consent form (Appendix 4).

Please note; it is recognised that it is not always possible to ascertain or accommodate a service users' wishes for mental capacity or legal reasons. In such circumstances students and placement educators must always act in the service users' best interests and abide by legal and local requirements.

Service improvement

The NHS Service Improvement Agenda means that service improvement is now expected of anyone working in the NHS. Therefore, since 2006, there has been an ongoing national project to include service improvement within all pre-registration healthcare education programmes in England.

The University of Essex follows the nationally agreed mandate set out by the Institute for Innovation and Improvement and in accordance with this students are expected to undertake a small scale service improvement analysis and planning activity from an idea they have had during one of their placements. Students have access to a PDSA pro-forma which is aligned with the service improvement process adopted by the NHS and can be used to write up their idea. There are also other service development resources available.

Placement educators involved with students' education are being asked to facilitate this process as much as possible. It is recommended that students provide the placement education site with a copy of a completed PDSA pro-forma or other relevant paperwork. The

student can be asked to deliver a presentation on their service improvement to their placement educators.

In accordance with the NHS Innovation and Improvement strategy of service improvement, students on the BSc programme will be required to identify and complete a service improvement project whilst on their penultimate placement. The project will be documented in a format deemed to be appropriate to the project. Further information can be found on the HHS Service improvement Moodle page. Depending on the project, students may wish to include additional supporting tools e.g. fishbone chart. Further details of these requirements will be made clear in your relevant module launch.

Students could use the PDSA form to reflect on their learning (further information can be found on the HHS Service Improvement Moodle page)

<https://moodle.essex.ac.uk/course/view.php?id=1367>

Practice Placement Calendar for Occupational Therapy

Academic year 2019/20

Placement Dates	Placement	No. of Weeks	Programme route	Level	Student numbers
07/10/19-15/11/19	2 Initiate	6	BSc FT 2018	5	24
21/10/19 - 13/12/19	3 Lead	8	MSc 2018	5	28
06/01/20 – 13/03/20	4 Manage	10	BSc PT 2016	6	12
13/01/20 – 20/03/20	4 Manage	10	BSc FT 2017	6	25
24/02/20 - 27/03/20	1 Explore	5	MSc 2019	4	32
24/02/20 - 20/03/20	1 Explore	4	BSc FT 2019	4	32
04/5/20 - 26/06/20	3 Lead	8	BSc FT 2018	5	24
18/05/20 - 26/06/20	2 Initiate	6	MSc 2019	5	32
06/07/20 - 11/09/20	4 Manage	10	MSc 2018	6	28
Annual 2019/20 Student placement requirement BSc					117
Annual 2019/20 Student placement requirement MSc					120
Total placements required					237

MSc (pre-registration) Occupational Therapy

The overall aim of this programme is to prepare graduates for registration with the Health and Care Professions Council to practice as an Occupational Therapist. During the programme we provide learning opportunities to develop the required knowledge, understanding and skills for:

- Professional practice: knowing and understanding how to think and act as an occupational therapist for the benefit of service users, carers, families, communities and services.
- Occupational Therapy: knowing and understanding occupational performance and engagement, by analysing the impacts of health and social conditions and addressing them by designing, delivering and evaluating occupationally-focused interventions.
- Context: knowing and understanding how to advance occupational therapy practice in a range of settings based on evidence-based practice, reflection and service development through collaborative working, leadership, scholarship and research.

The MSc Occupational Therapy (pre registration) programme runs for two years. The programme is designed as a continuous progression of integrated theory and practice, which is reflected in the learning and practice outcomes and assessment strategy for each module. The programme is delivered only in full-time mode, consisting of forty five weeks per year including an induction week at the beginning of year 1. The structure of the programme adopts a developmental approach, with practice placements spread across the two years.

The World Federation of Occupational Therapists (WFOT) requires evidence of 1000 hours prior to qualification. The programme enables students to undertake a minimum of 1050 hours in practice through the completion of four practice placements. Currently, across the UK, placement learning is not accredited at Masters level unless there is an academic component assessing the student's critical thinking about their practice. At the present time, it suits our purpose to have zero credit-rated placements, so placement educators can focus on ensuring the student is practicing occupational therapy at an acceptable standard for qualification. Therefore, the placements are the same as the BSc (Hons) Occupational Therapy in every respect except credit-rating.

Programme Structure Diagram – MSc Occupational Therapy (pre-registration)

	Sept		Oct				Nov					Dec						
	51	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
MSc 1		induction	HS892 Foundations for occupational therapy										OSPE	Vacation		Reading week		
	HS858 Research in Healthcare/HS810 Interprofessional Collaboration & Development																	
MSc 2	HS859			Reading week	HS898 Practice Placement 3										Vacation		Reading week	
	HS894		Critical evaluation															
(MSc 2)	Vacation																	

	Jan			Feb				March					April						
	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
MSc 1	HS891 Practice Placement 1				HS893 Occupational performance and process												Vacation		contd.
	HS858 Research in Healthcare															HS858			
	HS810 Interprof. Collab. & Development															Presentation			
MSc 2	HS859 Research Activity												vacation	Vacation		Reading week			
	HS895 Mastering occupation										Poster presentation								

	May			June					July			August				Sept								
	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50				
MSc 1	contd	Report	Reflection												vacation			HS859 Research Activity						
	HS810																							
	HS858	Workbook	HS897 Practice Placement 2															HS894 Advancing Professional Practice						
MSc 2	HS859			Dissertation	patchwork text					vacation	HS899 Practice Placement 4													

Programme Content MSc (pre-registration) programme

Occupational Therapy modules

Foundations for Occupational Therapy HS892

You will be introduced to the foundations for occupational therapy, studying informing theories and sciences of occupation, and learning core skills for professional practice. Theory and practice will be brought together in enquiry-based learning, developing your understanding of professional practice.

Research in Healthcare HS858

This module will help you to develop rigorous critical appraisal skills to support evidence based practice in health care and to develop a rich understanding of research methods, in order to appraise published materials, to apply evidence in practice settings, and to support the skills necessary to produce a literature review that appraises, synthesises and interprets the implications of a body of evidence.

Interprofessional collaboration and development HS810

This module introduces you to the concept of learning together to promote collaboration in healthcare. The emphasis is on person-centred care, the team around the service user and the potential to enhance outcomes through collaborative working. The module seeks to begin to develop reflective team workers who understand the value of collaborative working and seek to incorporate this in their further professional development.

Practice placement one: EXPLORE HS891

In this first four week 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. This placement will be Tuesday to Friday across five weeks.

Occupational Performance and Process HS893

This module focuses on the performance of occupation, investigating how the occupational therapy process is adapted in response to professional reasoning about the experiences of people using health and social care services.

Practice placement two: INITIATE HS897

This six week 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.

Advancing Professional Practice in Occupational Therapy HS894

This module focuses on the informed and skilled use of occupation as a therapeutic medium to transform lives of individuals, groups and communities.

Research Activity HS859

This module seeks to further advance your research and problem solving skills to enable you to undertake research in your future practice and use critically the research of others to inform your practice.

Practice placement three: LEAD HS898

This eight week 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.

Mastering occupation HS895

This module focuses on the theories which inform occupational therapy, aiming for a deep critical investigation of their relevance for, and application to, contemporary practice.

The Thinking Therapist HS896

This module focuses on a thinking therapist, who can evaluate and synthesise diverse experiences and sources of information, to lead innovations in occupational therapy and sustain continuing professional development.

Practice placement four: MANAGE HS899

This final ten week 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.

BSc (Hons) Occupational Therapy (full time and part time)

Practice placement education is an integral part of the BSc (Hons) Occupational Therapy programme. Within the spiral curriculum design, students will apply and develop theoretical and practical profession-specific knowledge, skills and experiences throughout. Practice placements will offer students the opportunity to draw upon past experiences and learning in order to consolidate and further develop their occupational therapy practice across a range of diverse contexts.

The World Federation of Occupational Therapists (WFOT) requires evidence of 1000 practice hours prior to qualification. Students on the programme will undertake a minimum of 1050 hours in practice through the completion of four practice placements.

Placements are of increasing duration ranging through 4, 6, 8 to 10 weeks with incremental levels of responsibility expected as professional skills and knowledge advance. The first placement is assessed at level 4, the second and third at level 5 and fourth placement at level 6.

BSc (Hons) Occupational Therapy programme structure - 4 year part-time route

YEAR ONE

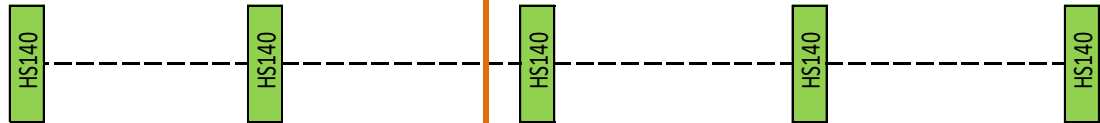
HS171
Occupational Being
15 Credits, Level 4

HS140
Inter-professional Working and Development
30 Credits, Level 4

HS172
Practice Placement 1
"Explore"
4 weeks
15 Credits, Level 4

HS173
Informing Sciences 1
15 Credits, Level 4

HS175
Engagement in Occupation
15 Credits, Level 4



YEAR TWO

HS174
Informing Sciences 2
15 Credits, Level 4

HS176
Concepts of Therapy
15 Credits, Level 4

HS272
Professional Reasoning
15 Credits, Level 5

HS273
Practice Placement 2
"Initiate"
6 weeks
15 Credits, Level 5

HS274
Therapy and Occupation
30 Credits, Level 5

YEAR THREE

HS240
Professional Enquiry
15 Credits, Level 5

HS275
Practice Placement 3
"Lead"
8 weeks
15 Credits, Level 5

HS276
Leadership in Service Enhancement
30 Credits, Level 5

HS371
Advancing Occupational Therapy Practice
30 Credits, Level 6

YEAR FOUR

HS372
Employability in Occupational Therapy
15 Credits, Level 6

HS340
Professional Enquiry Proposal
30 Credits, Level 6

HS373
Practice Placement 4
"Manage"
10 weeks
15 Credits, Level 6

HS374
Transition from Student to Occupational Therapist
30 Credits, Level 6

HS340
Professional Enquiry Proposal
(cont)

Programme Content - BSc (Hons) Occupational Therapy

LEVEL 4

HS140 Inter-professional Working and Development

30 credits

The aim of the module is to develop the students' awareness of concepts of professional and inter-professional practice through the exploration of relevant roles within health and social care contexts. Occupational therapy and physiotherapy students will work collaboratively to develop an awareness of the professional and regulatory standards, with consideration of their own continuing professional development needs in meeting the expectations. Students will also be introduced to basic academic and research skills, with opportunities to develop and apply these skills throughout the module

HS171 Occupational Being

15 credits

This module will introduce students to the core knowledge and skills of occupational therapy, enabling them to develop an understanding of the occupational nature of human beings. Students will be encouraged to consider themselves and others as occupational beings, in order to relate relevant theories to the occupational therapy profession.

HS172 Practice Placement one – EXPLORE

15 credits

A 4-week full-time placement with pass/fail criteria

In this first four week 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.

HS173 Informing Sciences 1

15 credits

This module is designed to introduce students to the basic sciences that inform professional practice, including anatomy, physiology, psychology and sociology.

HS175 Engagement in Occupation

15 credits

This module will enable students to explore how people engage in their occupations and identify the influences upon occupational performance across the lifespan.

HS174 Informing Sciences 2

15 credits

The aim of this module is to further develop students' knowledge of the basic sciences introduced in Informing Sciences 1. Drawing on their previous learning and other

experiences, students will apply knowledge to further advance their understanding of the influence of anatomy, physiology, psychology and sociology upon health and ill health.

HS176 Concepts of Therapy

15 credits

This module allows students to develop an understanding of the relative role, value and impact of therapy within multiple contexts and environments. Students will identify the constituents of therapy, and understand the therapeutic use of self in relation to the development of their professional identity. They will also explore the interaction between themselves and others within the therapeutic relationship.

LEVEL 5

HS272 Professional Reasoning

15 credits

Within this module, students are introduced to the theory and practice of professional reasoning. Students will also develop an understanding of the person central to the reasoning process, and how concepts, such as duty of care or personal values and beliefs, can influence professional reasoning. Students will be expected to justify the process of their reasoning in order to reach appropriate outcomes.

HS273 Practice Placement two – INITIATE

15 credits

A 6-week full-time placement with pass/fail criteria

This six week 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.

HS274 Therapy and Occupation

30 credits

This module aims to develop the students' understanding and application of the occupational therapy process in enabling occupational performance within therapy. Students will be expected to demonstrate professional reasoning within the process of occupational therapy to benefit service users and significant others.

HS240 Professional Enquiry

15 credits

This module focuses on facilitating an understanding of evidence in its widest sense; evidence and using a variety of sources leading to research design, analysis and synthesis. This module will focus on: the development of literature searching, synthesising literature within a critical review and identification of a specific topic for

professional enquiry. The implications of the nature and overall quality of professional research literature as potential 'evidence' to inform practice will be considered.

HS275 Practice Placement three – LEAD

15 credits

An 8-week full-time placement with pass/fail criteria

This eight week 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.

HS276 Leadership in Service Enhancement

30 credits

This module is designed to enable students to develop effective leadership skills through the identification and development of an appropriate service enhancement idea drawn from practice placement experiences. Students will extend their understanding of the considerations required to positively affect change to enhance service delivery and benefit service users.

LEVEL 6

HS371 Advancing Occupational Therapy Practice

30 credits

Within this module, students will acquire an understanding of the legal, political and cultural contexts in which occupational therapy practice occurs. Students will consider occupational therapy practice in relation to developing societal trends, government policy, research evidence, legislation and ethics, from national and international perspectives. Such learning is then extended by supporting students in identifying and exploring novel and emerging areas of occupational therapy practice.

HS372 Employability in Occupational Therapy

15 credits

This module aims to prepare students for employment within a diverse range of Occupational Therapy settings. Students will draw upon and utilise transferrable and core skills to prepare for employment as an Occupational Therapist. The value of continuing professional development is examined within this module, giving students the opportunity to identify and plan for their future developmental needs and interests. The module provides self-directed and autonomous learning opportunities.

HS340 Professional Enquiry Proposal

30 credits

This module is designed to extend students' learning in relation to evidence-based practice and research, and culminates in the individual preparation and submission of an

in-depth literature review and either research proposal or service improvement project proposal. Students are expected to undertake the work associated with this module in an autonomous fashion, under the supervision of allocated supervisor. Students will be expected to present the implications to practice of their proposal at an inter-professional conference at the end of the module.

HS373 Practice Placement four – MANAGE

15 credits

A 10-week full-time placement with pass/fail criteria

This final ten week 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

HS374 Transition from Student to Occupational Therapist

30 credits

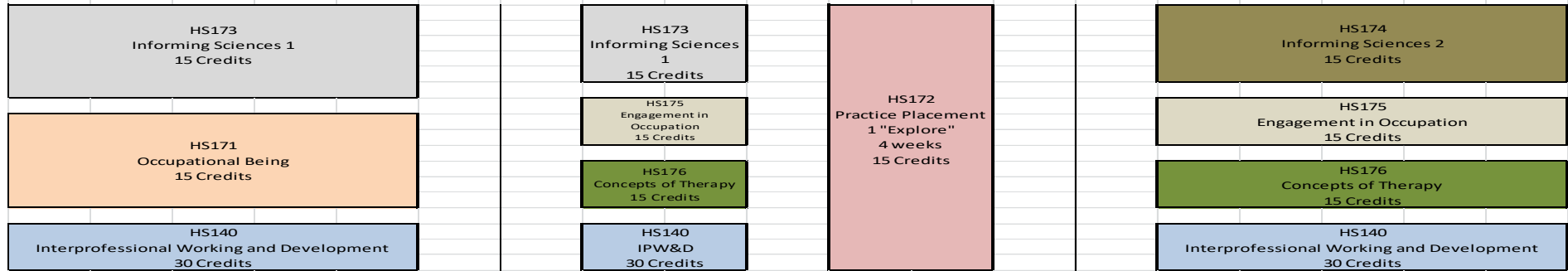
This final module provides students with opportunities to explore the concepts of the transformative process from competent student to novice practitioner, in order to demonstrate a readiness to practice as an occupational therapist.

Practice placement modules for BSc (Hons) and MSc Programmes

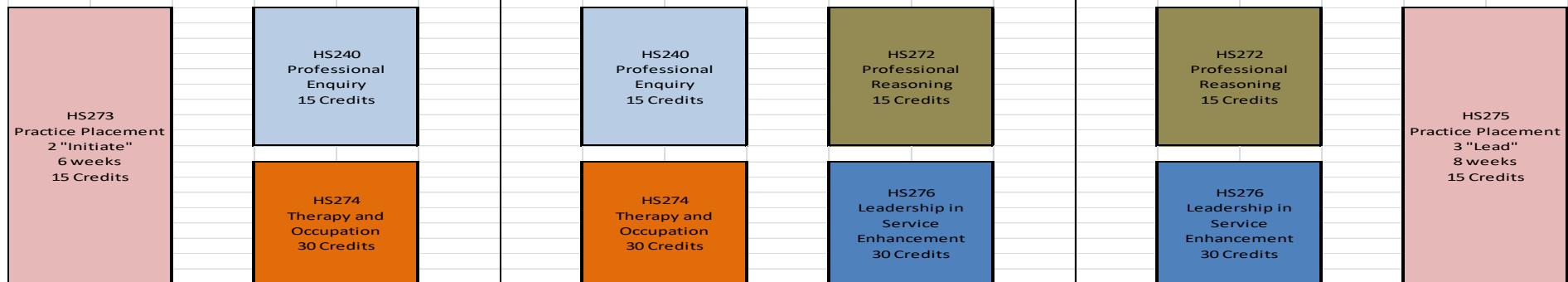
Practice learning is required by the World Federation of Occupational Therapists (1000 hours). The module hours for each placement represent above the total hours required by the World Federation of Occupational Therapists.

BSc (Hons) Occupational Therapy programme Structure - 3 year full-time route

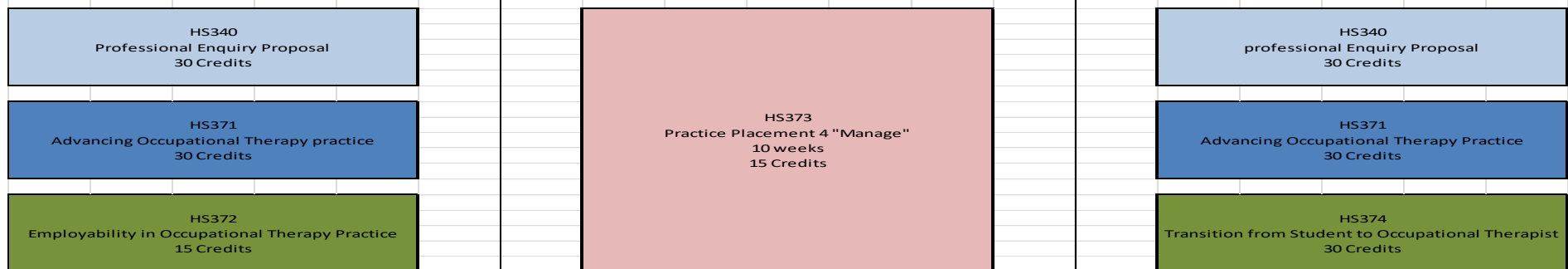
YEAR 1 - Level 4



YEAR 2 - Level 5



YEAR 3 - Level 6



LEVEL 4

HS173 Informing Sciences 1

15 credits

This module is designed to introduce students to the basic sciences that inform professional practice, including anatomy, physiology, psychology and sociology.

HS171 Occupational Being

15 credits

This module will introduce students to the core knowledge and skills of occupational therapy, enabling them to develop an understanding of the occupational nature of human beings. Students will be encouraged to consider themselves and others as occupational beings, in order to relate relevant theories to the occupational therapy profession.

HS140 Inter-professional Working and Development

30 credits

The aim of the module is to develop the students' awareness of concepts of professional and inter-professional practice through the exploration of relevant roles within health and social care contexts. Occupational therapy and physiotherapy students will work collaboratively to develop an awareness of the professional and regulatory standards, with consideration of their own continuing professional development needs in meeting the expectations. Students will also be introduced to basic academic and research skills, with opportunities to develop and apply these skills throughout the module

HS175 Engagement in Occupation

15 credits

This module will enable students to explore how people engage in their occupations and identify the influences upon occupational performance across the lifespan

HS172 Practice Placement one - EXPLORE

15 credits

A 4-week full-time placement with pass/fail criteria

In this first four week 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.

HS174 Informing Sciences 2

15 credits

The aim of this module is to further develop students' knowledge of the basic sciences introduced in Informing Sciences 1. Drawing on their previous learning and other experiences, students will apply knowledge to further advance their understanding of the influence of anatomy, physiology, psychology and sociology upon health and ill health.

HS176 Concepts of Therapy

15 credits

This module allows students to develop an understanding of the relative role, value and impact of therapy within multiple contexts and environments. Students will identify the constituents of therapy, and understand the therapeutic use of self in relation to the development of their professional identity. They will also explore the interaction between themselves and others within the therapeutic relationship.

LEVEL 5

HS276 Leadership in Service Enhancement

30 credits

This module is designed to enable students to develop effective leadership skills through the identification and development of an appropriate service enhancement idea drawn from practice placement experiences. Students will extend their understanding of the considerations required to positively affect change to enhance service delivery and benefit service users.

HS274 Therapy and Occupation

30 credits

This module aims to develop the students' understanding and application of the occupational therapy process in enabling occupational performance within therapy. Students will be expected to demonstrate professional reasoning within the process of occupational therapy to benefit service users and significant others.

HS272 Professional Reasoning

15 credits

Within this module, students are introduced to the theory and practice of professional reasoning. Students will also develop an understanding of the person central to the reasoning process, and how concepts, such as duty of care or personal values and beliefs, can influence professional reasoning. Students will be expected to justify the process of their reasoning in order to reach appropriate outcomes.

HS240 Professional Enquiry

15 credits

This module focuses on facilitating an understanding of evidence in its widest sense; evidence and using a variety of sources leading to research design, analysis and synthesis. This module will focus on: the development of literature searching, synthesising literature within a critical review and identification of a specific topic for professional enquiry. The implications of the nature and overall quality of professional research literature as potential 'evidence' to inform practice will be considered.

HS273 Practice Placement two - INITIATE

15 credits

A 6-week full-time placement with pass/fail criteria

This six week 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.

HS275 Practice Placement three - LEAD

15 credits

An 8-week full-time placement with pass/fail criteria

This eight week 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. 19

LEVEL 6

HS373 Practice Placement four - MANAGE

15 credits

A 10-week full-time placement with pass/fail criteria

This final ten week 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

HS340 Professional Enquiry Proposal

30 credits

This module is designed to extend students' learning in relation to evidence-based practice and research, and culminates in the individual preparation and submission of an in-depth literature review and either research proposal or service improvement project proposal. Students are expected to undertake the work associated with this module in an autonomous fashion, under the supervision of allocated supervisor. Students will be expected to present the implications to practice of their proposal at an inter-professional conference at the end of the module.

HS372 Employability in Occupational Therapy

15 credits

This module aims to prepare students for employment within a diverse range of Occupational Therapy settings. Students will draw upon and utilise transferrable and core skills to prepare for employment as an Occupational Therapist. The value of continuing professional development is examined within this module, giving students the opportunity to identify and plan for their future developmental needs and interests. The module provides self-directed and autonomous learning opportunities.

HS371 Advancing Occupational Therapy Practice

30 credits

Within this module, students will acquire an understanding of the legal, political and cultural contexts in which occupational therapy practice occurs. Students will consider occupational therapy practice in relation to developing societal trends, government policy, research evidence, legislation and ethics, from national and international perspectives. Such learning is then extended by supporting students in identifying and exploring novel and emerging areas of occupational therapy practice.

HS374 Transition from Student to Occupational Therapist

30 credits

This final module provides students with opportunities to explore the concepts of the transformative process from competent student to novice practitioner, in order to demonstrate a readiness to practice as an occupational therapist.

Practice placement modules for BSc (Hons) and MSc Programmes

Practice learning is required by the World Federation of Occupational Therapists (1000 hours). The module hours for each placement represent above the total hours required by the World Federation of Occupational Therapists.

Module title: Practice Placement One: EXPLORE

BSc Code: HS172

MSc Code: HS891

Level: 4

Credit rating: BSc 15 credits MSc 0 Credits for all placements

Type of Module: Practice placement

Module Hours: 150

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, 2018) which has been agreed and negotiated with your educator.

Aim:

Over a 4 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.

Learning outcomes:

- 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 all mandatory training requirements and PEMS declarations

Module content:

- Placement preparation session for placement: SWAIN, learning outcomes, placement expectations, assessment documentation
- Placement debriefing session

Teaching and learning strategies:

- Practice- based learning practice experience in a relevant practice setting
- Preparation and debriefing workshop details will be available to students prior to sessions on Pre-registration occupational therapy Placement Moodle page
- Students to draw upon previous experiences and learning to date to inform their practice placement

- Students will develop relevant skills for their practice placement setting in line with the assessment criteria
- BSc Occupational therapy students will complete an occupational profile of a service user whilst out on placement

Learning support:

You will have access to support from your practice educator, peers, personal tutor, Practice Placement team and student support during the practice placement. The practice educator acts as facilitator; mentor and assessor of the student's development and learning. Where two students are on placement together, they can provide peer support; opportunities for self-directed study and an increased depth of experience for all parties.

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

Support from the University of Essex occupational therapy placement tutor is available to both students and educators throughout the placement together with support from other tutors at half-way tutorial if one is carried out. See Appendix 10 for the half-way visiting process.

Assessment:

Assessment of this placement is based on evidence of achievement of negotiated learning outcomes via

- half-way formative assessment at the end of week 2 of the placement
- final assessment at the end of the placement (100% weighting)

The online practice placement assessment booklet with marking guidance is completed by educator(s) in practice. This can be found using the following link:

<https://www.essex.ac.uk/departments/health-and-social-care/placements/occupational-therapy-placements>

**Once completed, students should upload this document to FASer
Educators should email this document to ipladmin@essex.ac.uk**

Online resources:

Moodle X OT placement page: <https://moodlex.essex.ac.uk/course/view.php?id=39>

Access to PEMS: <https://pems.essex.ac.uk/default.aspx>

Essential reading:

HCPC (2012) *Your guide to our standards for continuing professional development*

<https://www.hcpc-uk.org/standards/standards-of-continuing-professional-development/>

[accessed 09-07-19]

Indicative reading:

Royal College of Occupational Therapists (2015) Standards of Practice; Code of Ethics and Professional Conduct as well as an ongoing professional resource

<https://www.rcot.co.uk/practice-resources/rcot-publications/downloads/rcot-standards-and-ethics>

Health and Care Professions Council (HCPC) Continuing Professional Development (CPD) Portfolio & Framework as well as an ongoing professional resource www.hcpc-uk.co.uk

Learning styles questionnaires (for example Honey and Mumford Learning styles questionnaire)

Learning Support Fund <https://www.nhsbsa.nhs.uk/learning-support-fund>

Skills for health

<http://www.skillsforhealth.org.uk/images/projects/dementia/Dementia%20Core%20Skills%20Education%20and%20Training%20Framework.pdf>

Module title: Practice Placement Two: INITIATE

BSc Code: HS273

MSc Code: HS897

Level: 5

Credit rating: BSc 15 credits MSc 0 Credits for all placements

Type of Module: Practice placement

Module Hours: 225

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.

Aim:

Over a 6 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.

Learning outcomes:

- 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

Pre-requisite

- Completion of all mandatory training requirements and PEMS declarations

Module content:

- Placement preparation session for placement: SWAIN, learning outcomes, placement expectations, assessment documentation
- Placement debriefing session

Teaching and learning strategies:

- Practice- based learning practice experience in a relevant practice setting
- Preparation and debriefing workshop details will be available to students prior to sessions on Pre-registration occupational therapy Placement Moodle page
- Students to draw upon previous experiences and learning to date to inform their practice placement
- Students will develop relevant skills for their practice placement setting in line with the assessment criteria

Learning support:

You will have access to support from your practice educator, peers, personal tutor, Practice Placement team and student support during the practice placement. The practice educator acts as facilitator; mentor and assessor of the student's development and learning. Where two students are on placement together, they can provide peer support; opportunities for self-directed study and an increased depth of experience for all parties.

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

Support from the University of Essex occupational therapy placement tutor is available to both students and educators throughout the placement together with support from other tutors. See appendix 10 for half-way visiting process.

Assessment:

Assessment of this placement is based on evidence of achievement of negotiated learning outcomes via

- half-way formative assessment at the end of week 3 of the placement final assessment at the end of the placement (100% weighting)
- The online practice placement assessment booklet with marking guidance is completed by educator(s) in practice.

Essential reading:

HCPC (2012) *Your guide to our standards for continuing professional development*

<https://www.hcpc-uk.org/standards/standards-of-continuing-professional-development/>

[accessed 09-07-19]

Indicative reading:

Royal College of Occupational Therapists (2015) Standards of Practice; Code of Ethics and Professional Conduct as well as an ongoing professional resource

<https://www.rcot.co.uk/practice-resources/rcot-publications/downloads/rcot-standards-and-ethics>

Health and Care Professions Council (HCPC) Continuing Professional Development (CPD) Portfolio & Framework as well as an ongoing professional resource www.hcpc-uk.co.uk

Learning styles questionnaires (for example Honey and Mumford Learning styles questionnaire)

Learning Support Fund <https://www.nhsbsa.nhs.uk/learning-support-fund>

Skills for health

<http://www.skillsforhealth.org.uk/images/projects/dementia/Dementia%20Core%20Skills%20Education%20and%20Training%20Framework.pdf>

Module title: Practice Placement Three: LEAD

BSc Code: HS275

MSc Code: HS898

Level: 5

Credit rating: BSc 15 credits MSc 0 Credits for all placements

Type of Module: Practice placement

Module Hours: 300

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.

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.

Learning outcomes:

- 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

Pre-requisite

- Completion of all mandatory training requirements and PEMS declarations

Module content:

- Placement preparation session for placement: SWAIN, learning outcomes, placement expectations, assessment documentation
- Placement debriefing session

Teaching and learning strategies:

- Practice- based learning practice experience in a relevant practice setting

- Preparation and debriefing workshop details will be available to students prior to sessions on Pre-registration occupational therapy Placement Moodle page
- Students to draw upon previous experiences and learning to date to inform their practice placement
- Students will develop relevant skills for their practice placement setting in line with the assessment criteria

Learning support:

You will have access to support from your practice educator, peers, personal tutor, Practice Placement team and student support during the practice placement. The practice educator acts as facilitator; mentor and assessor of the student's development and learning. Where two students are on placement together, they can provide peer support; opportunities for self-directed study and an increased depth of experience for all parties.

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

Support from the University of Essex occupational therapy placement tutor is available to both students and educators throughout the placement together with support from other tutors. See Appendix 10 for the half-way visiting process.

Assessment:

Assessment of this placement is based on evidence of achievement of negotiated learning outcomes via

- half-way formative assessment at the end of week 3 of the placement final assessment at the end of the placement (100% weighting)
- The online practice placement assessment booklet with marking guidance is completed by educator(s) in practice.

Essential reading:

HCPC (2012) *Your guide to our standards for continuing professional development*

<https://www.hcpc-uk.org/standards/standards-of-continuing-professional-development/>

[accessed 09-07-19]

Supplementary paperwork (Guidance) check link

Indicative reading:

Royal College of Occupational Therapists (2015) Standards of Practice; Code of Ethics and Professional Conduct as well as an ongoing professional resource

<https://www.rcot.co.uk/practice-resources/rcot-publications/downloads/rcot-standards-and-ethics>

Health and Care Professions Council (HCPC) Continuing Professional Development (CPD) Portfolio & Framework as well as an ongoing professional resource www.hcpc-uk.co.uk

Learning styles questionnaires (for example Honey and Mumford Learning styles questionnaire)

Learning Support Fund <https://www.nhsbsa.nhs.uk/learning-support-fund>

Skills for health

<http://www.skillsforhealth.org.uk/images/projects/dementia/Dementia%20Core%20Skills%20Education%20and%20Training%20Framework.pdf>

Module title: Practice Placement Four: MANAGE

BSc Code: HS373

MSc Code: HS899

Level: 6

Credit rating: BSc 15 credits MSc 0 Credits for all placements

Type of Module: Practice placement

Module Hours: 375

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.

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.

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.

Pre-requisite

- Completion of all mandatory training requirements and PEMS declarations

Module content:

- Placement preparation session for placement: SWAIN, learning outcomes, placement expectations, assessment documentation
- Placement debriefing session

Teaching and learning strategies:

- Practice- based learning practice experience in a relevant practice setting
- Preparation and debriefing workshop details will be available to students prior to sessions on Pre-registration occupational therapy Placement Moodle page

- Students to draw upon previous experiences and learning to date to inform their practice placement
- Students will develop relevant skills for their practice placement setting in line with the assessment criteria

Learning support:

You will have access to support from your practice educator, peers, personal tutor, Practice Placement team and student support during the practice placement. The practice educator acts as facilitator; mentor and assessor of the student's development and learning. Where two students are on placement together, they can provide peer support; opportunities for self-directed study and an increased depth of experience for all parties.

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

Support from the University of Essex occupational therapy placement tutor is available to both students and educators throughout the placement together with support from other tutors. See Appendix 10 for the half-way visiting process.

Assessment:

Assessment of this placement is based on evidence of achievement of negotiated learning outcomes via

- half-way formative assessment at the end of week 3 of the placement final assessment at the end of the placement (100% weighting)
- The online practice placement assessment booklet with marking guidance is completed by educator(s) in practice.

Essential reading:

HCPC (2012) check date *Your guide to our standards for continuing professional development* <https://www.hcpc-uk.org/standards/standards-of-continuing-professional-development/> [accessed 09-07-19]

Supplementary paperwork (Guidance) check link

Indicative reading:

Royal College of Occupational Therapists (2015) Standards of Practice; Code of Ethics and Professional Conduct as well as an ongoing professional resource

<https://www.rcot.co.uk/practice-resources/rcot-publications/downloads/rcot-standards-and-ethics>

Health and Care Professions Council (HCPC) Continuing Professional Development (CPD) Portfolio & Framework as well as an ongoing professional resource www.hcpc-uk.co.uk

Learning styles questionnaires (for example Honey and Mumford Learning styles questionnaire)

Learning Support Fund <https://www.nhsbsa.nhs.uk/learning-support-fund>

Skills for health

<http://www.skillsforhealth.org.uk/images/projects/dementia/Dementia%20Core%20Skills%20Education%20and%20Training%20Framework.pdf>

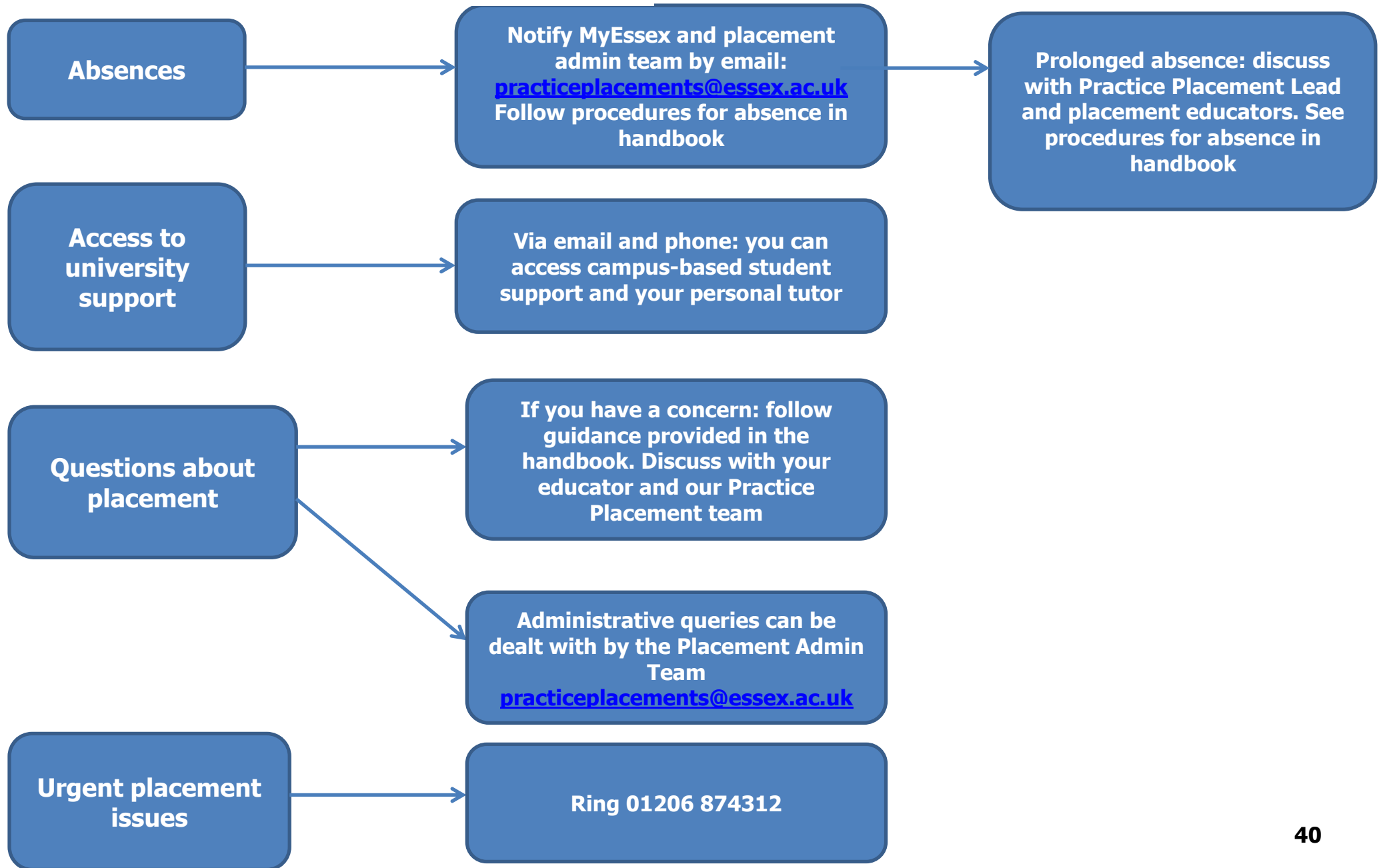
Placement education support

The Placement team and academic staff at the University of Essex and within the School of Health and Social Care support the placement experience for the student and their placement providers. Members of the University staff are directly involved in the students' placement experiences. Close links are fostered between school staff, practice educators and students through regular communication. It is essential that the student and their practice educators be effectively supported throughout the placement learning experience. All are encouraged to be proactive and seek additional support from the school as necessary with negotiated 'open access' to the Placement team, visiting tutor or programme lead to address concerns as they arise.

See below for a list of people involved in supporting placement education and overleaf for a general guide to student support during placement.

Occupational Therapy Placement contacts at the University of Essex		
Placement administrators	Jade Shortland Rachel Rosevear	practiceplacements@essex.ac.uk 01206 874312 / 872476
Placement Absence: Students should immediately email and complete the official form on MyEssex	practiceplacements@essex.ac.uk	Complete the official form on MyEssex
Practice Placement Tutors	Louise Andrews Practice Placement Lead	louisea@essex.ac.uk 01206 874312
	Erika Kerry Practice Educator for OT	ekerry@essex.ac.uk 01206 874286
	Nikki Williamson Role emerging tutor	nwill@essex.ac.uk 01206 874982
Course Tutors	Susan Collins	smvcol@essex.ac.uk 01206872486
	Sarah Croot	sarah.croot@essex.ac.uk 01206874408
	Nisrin Alqatarneh	nsmalq@essex.ac.uk 01206873065
	Ellen Adomako	ea16632@essex.ac.uk 01206873065
	Julie Puttock	jputto@essex.ac.uk 01206873083
Professional Lead	Lindsey Nicholls	lindsey.nicholls@essex.ac.uk 01206876370
MSc Programme Lead	Simone Coetzee	scoetzee@essex.ac.uk 01206872278
BSc part-time Programme Lead	Lindsey Nicholls	lindsey.nicholls@essex.ac.uk
BSc full-time Programme Lead	Selena Hammond	shammond@essex.ac.uk 01206873847

Supporting students during placement



Role of the Practice Placement Lead

The Practice Placement Lead is responsible for liaising with practice placement coordinators and/or other identified personnel in service settings to source appropriate placement opportunities for students to access. It is the Practice Placement Lead and Practice Educator's role to ensure that the students are ready for placement in that they receive the required information, paperwork and preparation prior to the commencement of the placement.

The Practice Placement Lead and Practice Educator will plan and deliver practice educator courses and identify practice educator continuing professional development support as required. Monitoring of practice placement provision commensurate with professional and statutory body quality assurance standards will occur through placement evaluative processes and the Practice Placement team will take action as required.

Placement evaluation

After each placement both students and educators are emailed a link from the PEMS placement system to complete an online placement evaluation. We ask that students and educators complete these honestly, but professionally and constructively to allow our placements to continue to improve.

Practice educators can login to PEMS to view student evaluations. Within NHS placement settings the Education Liaison Managers will be reminded that feedback is available two weeks after every placement. Both student and educator feedback is reviewed by the Practice Placement Lead to continue to monitor placement experiences.

If you have a specific and urgent matter relating to a placement currently in progress Please contact the Practice Placement Team. Tel: 01206 874312 Email: practiceplacements@essex.ac.uk

Placement monitoring is a regular item on the Occupational Therapy Programme Committee meeting agenda and placement quality and issues are regularly discussed.

Role of the Visiting Tutor on placement (See also Appendix 10)

A half way visit will take place at least once during the programme. This tutorial will take place with one of the academic tutors to discuss the students' progress. However, educators and students can contact the Practice Placement Lead or the visiting tutor anytime should they need support, advice or guidance. The half way visit is an opportunity for the student and placement educator to review the placement experience, seek support, ask questions and gain further advice and feedback as appropriate. It is an opportunity to review the student's assessment progress and identify recommendations for further development.

Only one visit is required during the programme, however, if there are areas of concern identified, a visit or subsequent visits can be arranged after consultation with the Practice Placement Lead or practice educator. Where a visit is deemed to be required the student or educator can contact the Practice Placement Lead to request a visit. See appendix 10 for an overview of the tutorial process.

Should educator or student have concerns earlier in the placement then these should be communicated for advice or action to the Practice Placement Lead or tutor.

During the placement the visiting tutor will discuss the following areas and record their observations on the appropriate half way tutorial monitoring form (See Appendix 11). The visiting tutor will evaluate the experience at this stage to ensure that the student's learning needs are being met and that placement quality standards are maintained.

- Discuss the learning experience with the student and educator/s individually, followed by a joint discussion if required
- Monitor student performance by reviewing the learning experience, the learning contract, the assessment process and supervision notes
- Support the educator through reviewing the student's learning experience, acting as a second marker if required
- Discuss pastoral issues which may have a bearing on the success of the placement
- Raise any significant issues regarding the placement experience with the practice educator and student

Practice Educator Continuing Professional Development support

All educators are invited to attend an educator training course prior to taking a student on placement. These courses are designed to inform the educators about the occupational therapy courses at the university (content and philosophy), consider the aims and learning outcomes for the placement, discuss assessment and documentation procedures, supervision requirements and provide an opportunity to network with other organisations. The university also offers update courses for experienced educators. Educator training can be personalised to meet the needs of the attendees and can be carried out at the university or in-house.

It is expected that by attending an educator course new placement educators will have the requisite skills and knowledge to effectively support and supervise the student placement experience commensurate with placement education standards. In addition to these courses, educators can access the schools online update for mentors and practice educators via Moodle X: <http://moodlex.essex.ac.uk/>. Educators can enrol online and complete relevant mandatory aspects for all and those specific for AHPs. There are additional optional choices: Students with additional needs, supervising underperforming students, NHS constitution and Service improvement, followed by a short test of all mandatory aspects and one of the above choices. This can be completed prior to attending an educator course and in preparation for offering practice placement opportunities.

Placement Resources

There are a wide range of resources available which can be used to develop students understanding and experience in the practice setting. These are employed most constructively when the placement educator uses them as a means to fulfil the learning objectives identified for the placement and the requirements of the programme curriculum. The placement educator needs to consider what the student should gain from each experience they have whilst on a placement. Some resources are common to all practice areas, whilst others are less widely available.

- Service users are the most valuable component of practice-based education. Working with service users gives students the opportunity to apply knowledge and skills they have learned at University and observe the outcomes of their interactions and interventions in the real world
- The opportunity to discuss, observe and work with a variety of other practice-based staff including those from other professions is very useful. These experiences emphasise the importance of the holistic approach to patient management allowing the student to experience involvement with the multi-disciplinary team and give different perspectives on patients and their needs. Interaction with the other practice-based staff also helps the student begin to understand the organisation and management structures of the area.
- Related activities e.g. opportunity to attend ward rounds and case conferences help the student to understand the role of other professionals, the function of the multi-disciplinary team and the place of occupational therapy in overall patient management.
- Practice-based learning experiences tend to stimulate the student's interest and desire to find out more about a subject. Hence, it is helpful if students have access to books, journals and other on-site facilities such as department protocols and treatment approaches all of which are useful in providing the student with information about expected rates of progression for patients with specific conditions.
- The placement educator is an important learning resource for the student. One of their major functions is to help the student make sense of their placement by facilitating the planning and organising of their workload and service user experiences. The establishment and agreement of individualised placement learning goals helps to achieve this.

Practice Placement stages – what happens and when

The process of obtaining, allocating, supporting and monitoring of placement provision is the responsibility of the Practice Placement Lead and practice educator supported by the placement team. See appendix 1 - Allocation process.

Placement Scheduling Times

We aim to allocate and notify placement providers of student names 8 weeks prior to the placement start date. Students can expect to be notified of their placement location approximately 6 weeks before. However, due to the nature of sourcing placements these times may differ on occasion.

Pre-placement

- A Practice Placement offer form is sent annually to all occupational therapy practice placement education co-ordinators and other individual placement providers followed by reminders throughout the year
- Placements are allocated to students following consultation and taking account of individual student placement needs whenever feasible
- Students do not have the right to contest their placement allocation on the grounds of, for example travel, time or financial resources.
- Student's long standing health issues identified by occupational health will be accommodated wherever possible under the Equality Act 2010
- Placement allocations are allocated by the placement team and discussed and agreed with programme leads. If necessary, the allocations may be discussed with personal tutors. See appendix 1 - Allocation process.
- The Practice Placement team confirms placement allocations with placement education co-ordinators or individual placement educators 6 – 8 weeks, or as soon as possible before placement commencement.
- Students must evidence completion of requisite mandatory training before contact can be made with their placement provider
- Once a placement is formally allocated from the placement database, the following information is provided for the practice educator:
 - Student details
 - Link to access placement assessment form
 - Placement educator placement evaluation form

On being allocated their placement students are expected to:

- Complete the Placement Advance information (Appendix 2) (where applicable) and SWAIN individual learning needs forms (Appendix 3) and send these to their placement educator with an introductory email devised by the student
- Arrange a pre-placement visit (if possible)
- Identify specific placement requirements, for example NHS Trust inductions, additional DBS clearance or mandatory training
- Obtain the following placement documentation from the pre-registration occupational therapy placement Moodle page:
 - Appropriate assessment document
 - Supervision logs
 - Moving and handling log (if applicable to the setting)
 - Case Study consent form (if applicable)

Student preparation for placement

Students will receive pre-placement preparation workshops prior to the placement. These sessions offer an opportunity for the students to familiarise themselves with the aims and learning outcomes of the placement. Students will also be invited to a debrief workshop following on from the placement, where appropriate.

Student Pre-placement preparation

During induction to the programme and within the first modules students will be introduced to the following:

Mandatory training

- Introduction to Basic Life Support – CPR (Online and practical)
- Introduction to Moving & Handling (Online and practical)
- Introduction to De-escalation and breakaway (incl. conflict resolution) (Theory & practical)
- Infection Control, including hand washing (Online)
- Safeguarding Children & Vulnerable Adults, including PREVENT (online)
- Information governance (online)
- Disability awareness (online)
- Risk assessment (online)
- Equality & diversity (online)
- Health and safety (online)
- Fire safety (online)
- NHS values (online)
- Food hygiene (online)

During the module preceding each practice placement students receive:

- Review of paperwork required
- Discussion of any issues relevant to the level of placement
- Discussion concerning written work and presentation of evidence of learning
- Mandatory Training is updated regularly and rigorously monitored to ensure that students are deemed fit to practice

Student support during placement

See page 40 for an overview of general support and Appendix 10 for an overview of the halfway tutorial process.

Post placement processes

- Placement assessment forms are ratified by the Practice Placement team and marks and hours entered on the assessment data base
- Placement educators and students complete an evaluation of the placement experience via PEMS
- Student and placement educator feedback forms are reviewed by the placement team for course evaluation quality monitoring and feedback for students and placement educators
- Placement educators are able to access feedback directly via PEMS
- Students undertake a development review with their personal tutor and/or the Practice Placement Lead/practice educator and complete the next placement information form

General and practical issues in practice based education

Placement Hours

The requirement of the World Federation of Occupational Therapists is that each student should complete a minimum of 1000 hours in practice in order to achieve professional status. On all programmes, students are required to complete 28 weeks of full-time practice learning, of which all will be assessed. Based on 37.5 hours per week all students will exceed the minimum of 1000 hours required.

Placement	37.5 hour/weeks	hours
Placement 1: Explore	4	150
Placement 2: Initiate	6	225
Placement 3: Lead	8	300
Placement 4: Manage	10	375
Total		1050

The placement educator is required to verify the placement hours worked by signing the student hours log in the Practice Placement Education Assessment form.

Hours of working, weekends and Public Holidays

Students are expected to conform to the conventional working hours of the service setting they are placed in. However, where extended practice hours are negotiated e.g. to take advantage of specific learning opportunities such as late clinics, treatment groups or out of hours visits, these hours must be balanced with taking appropriate time in lieu or study time. Extended hours must not be used as a way to prolong a placement assessment period. A student may be expected to travel up to 1.5 hours each way to attend placement.

A number of NHS trusts operate a seven day working system and students may therefore be requested to work on Saturday or Sunday instead of a weekday. Placement providers are asked to alert the university ahead of time if this is a placement requirement so that a student's other commitments are taken into consideration when allocating placements. If a student is required to work outside of normal working hours and this is problematic they should contact the Practice Placement team to discuss the issue.

The BSc (Hons) and MSc programmes have been carefully scheduled, to make it less likely a public holiday falls within placements. For this reason, no placements are scheduled over Christmas/New Year and in most years, Bank holidays aim to be avoided. However, many services continue to be delivered over public holidays, so students may be requested to cover these days if they fall within a placement. As with weekend working, advance notice should be given so this can be discussed and planned as appropriate.

Placement study time

A requirement of the programme is that each student is allocated a half day of study per week or one full day every two weeks whilst on practice placement. This should be taken at a time agreed with the placement educator. **Study time is to be included in the overall placement hours.**

Attendance

Precise hours of attendance will be agreed between the student and the placement educator, based on the expectation that the student will work 37.5 hours a week, including study time (as above). A practice hours log is kept by each student so that the total practice hours worked can be carefully monitored. The number of hours worked and any absences must be verified by the placement educator on the practice assessment form. Should a student miss a substantial amount of time within a placement, they will be required to undertake further practice education. If a student is absent from any specific placement for more than 37.5 hours this may result in the placement being terminated and the student re-taking the placement at a later date. Lunch breaks must not be included in the practice hours.

Sickness or absence from placement

Time away from the placement will naturally impact on the optimal performance time required to meet placement learning outcomes. Hence, the student must promptly notify the University of any absence from the placement. Absence reporting is monitored centrally. The official absence form can be found on student's MyEssex account under the education tab and must be completed for all absences. The absence will **not** be authorised unless the official absence form is used.

Procedure in case of absence from placement

Students must not be absent from placement for any reason without having obtained authority for their absence in advance from Louise Andrews, the University of Essex OT Practice Placement Lead. Students will only be authorised to take time off from placement in exceptional circumstances and with the official absence form completed. The only exception to this is illness.

If a student is going to be absent from their placement due to ill health or an emergency situation they **are expected to**:

- Telephone the practice area before the start of the working day and leave a message for their placement educator.
- Complete the official absence form on their MyEssex account
- Email the Practice Placement Admin team practiceplacements@essex.ac.uk

As soon as possible in the working day the student should speak to their placement educator to explain their absence and to suggest when they are likely to return to work.

All absences must be recorded on the Student Practice Placement Absence Record form in the Practice Placement Education Assessment form and signed by the placement educator. A GP medical certificate is required for absences of one week or more. GP medical certificates and self-certification sickness certificates must be promptly sent to the practice placement administrator and will be entered on the student record. To obtain a self-certification form please email jpl-admin@essex.ac.uk.

The student handbook should be referred to for all other absence issues.

Car insurance information

If it is necessary for a student to use their car for official business purposes, other than getting to and from their placement i.e. on a community placement or carrying out visits

to other organisations during their working day. Students must check that their insurance policy covers “official business purposes” and not just “social, domestic or pleasure purposes”.

Placement travel and accommodation expenses

The Learning Support Fund (LSF) was introduced to assist eligible healthcare students starting their courses on or after 1 August 2017 and is intended to provide supplementary funding for eligible pre-registration healthcare students who are in receipt of support through the Student Loans Company. One aspect of this fund applies to placement **Travel and Dual Accommodation Expenses (TDAE)**. Help with travel and temporary accommodation costs for students attending practice placements are available for eligible students in respect of travel in excess of their ‘normal’ commute to University.

For eligibility criteria and guidance please access the relevant page on the NHS Business Services Authority website via the following link:

www.nhsbsa.nhs.uk/learning-support-fund

A claim form must be completed by the student for each placement then signed and stamped by a placement administrator; before being sent to the NHS Bursary Unit for processing. It is the student’s responsibility to photocopy the claim form for their records and to send the original to the bursary unit. A placement administrator is unable to sign and stamp the form without a personal coversheet attached. This cover must be printed by the student from their LSF account. The claim forms can be accessed and printed off the same way.

Students should ensure that all tickets/receipts for public transport, parking and accommodation are kept as evidence in the event of a claim being made. These should be presented to the placement office, but not included with your claim form when you send it to the bursary unit. However, it is advised that you do keep any evidence until your claim has been processed.

Information sheets with full details of how to claim are available from the placement administration office.

Accommodation

Accommodation may be available close to a placement and may be arranged through the placement provider or by the student as appropriate. Students are entitled to claim reasonable accommodation costs whilst on placement, if they are eligible for the TDAE part of the learning support fund (as explained above).

Professional Indemnity on placement

All pre-registration students from the University of Essex are required to register as student members of the College of Occupational Therapists (RCOT), which provides them with the benefit of additional professional liability insurance cover for practice placement education. OT students must be under supervision of a registered Occupational Therapist in order for the insurance to be valid. This does not necessarily mean they have to be in eyeshot of each other. Band 5 occupational therapists and unqualified staff can also provide a valuable role in student education.

Practice Education contexts are advised to explore their policies and procedures in regard to insurance whilst offering student placements.

Health and Safety on placement

The student must be inducted into the placement provider organisation or department and must be acquainted with policy and procedures governing safe practice. The student must observe these at all times. Students are required to be aware of their own personal safety at all times and adhere to service protocols. Infection control procedures within practice settings must be observed. Students are required to complete the health and safety induction situated in the Practice Placement Education Assessment form.

Lone Working

The responsibility for the student always remains with their placement educator when undertaking lone or community working. The placement educator must satisfy themselves that the student has the necessary skills and knowledge to carry out the intervention safely and that it is within their scope of practice to do so at the individual student's stage of professional development.

Students must observe the OT Code of Ethics and Professional Conduct (RCOT 2017) at all times and refer to the placement organisation's policy and procedure specifically regarding risk assessment and safe management strategies for lone working situations. Students must understand and adhere to the placement services designated safe, practical and logistical processes for lone working e.g. sign-out and sign-in, travel, expected time scales, risk assessment, contact arrangements, emergency procedures and practice feedback mechanisms. Students have the right to refuse to undertake lone working if they feel it is outside their scope of practice or where it poses risk to their health and safety, or the health and safety of the people they are working with.

Dress code

On placement students are expected to look neat, clean and professional at all times. Students must be advised of uniform or non-uniform dress code prior to commencing placement and will be expected to adhere to it at all times. Students must wear suitable footwear, long hair must be tied back and jewellery kept to a minimum, only small ear studs and wedding/civil partnership rings are acceptable. Watches should be removed when handling patients. Students should not wear their uniform in public unless undertaking practice learning activities.

Students are issued with a University of Essex identity badge which should be clearly visible at all times unless this poses a risk to them or the patient.

If students feel they require more uniform they can purchase more but the University of Essex will not fund it. There is an online ordering portal set up where students can purchase additional uniform for their placement. The uniforms are listed by course and can be selected and paid for online. Please contact frhynas@essex.ac.uk for further information relating to uniform/ID badges.

If students are unsure which size to order, The School of Health and Social Care has a complete range of sample sizes which students can try on for size as items ordered are non-refundable unless there is a fault with them. To try the uniforms for size please contact Fiona at frhynas@essex.ac.uk

Personal mobile phones are only to be used for professional purposes within working hours and used according to Trust or organisation operational policy.

Moving and Handling

Students will cover the broad principles of moving and handling during their programme induction period and receive timely theoretical and practical updates (using each other as models). The moving and handling programme has been developed with a focus upon risk assessment, in order for students to acquire and advance their problem solving skills in order to identify appropriate outcomes for situations presented in a diverse range of contexts.

Students will identify their individual moving and handling learning needs and keep a log of moving and handling experiences (signed by their placement educators) as part of their portfolio (appendix 9). Students should seek requisite support from the placement educator to ensure that placement moving and handling techniques are managed safely and within their remit.

Code of Ethics and Professional Conduct – Confidentiality & Consent

Students are required to be conversant with and adhere to the Code of Ethics and Professional Conduct for Occupational Therapists (RCOT 2017). Students are required to be particularly aware of the need to safeguard confidential information. Students must follow University guidelines for maintaining confidentiality and gaining signed consent when conducting a case study (Appendix 4) and in obtaining any information for portfolios to comply with the Health and Care Professions Council (HCPC) Standards of Conduct, Performance and Ethics (2016) and the Data Protection Act (2018).

So far as is possible, permission should be sought from service users and consent to be treated by a student occupational therapist documented (HCPC 2016). Please note; it is recognised that it is not always possible to ascertain or accommodate a service users' wishes for mental capacity or legal reasons. In such circumstances students and placement educators must always act in the service users' best interests and abide by legal and local requirements (RCOT 2017).

Disclosure and Barring Service (DBS)

It is the requirement of all students applying to study on NHS funded non-medical health professional programmes to obtain an enhanced disclosure of convictions. The decision to accept students on to a course of study lies solely with the University of Essex, and placement providers can be assured that each student has an enhanced Disclosure & Barring Service (DBS) check prior to commencement of their first placement. Students are made aware of the need to disclose any convictions acquired after acceptance on to the course, and any student who chooses not to inform the University of Essex, and is subsequently discovered, will be dealt with under the regulations for professional suitability.

Working with a family member or significant other

To avoid potential conflict of interest, students are asked to inform their placement educator and the Practice Placement Lead if it is found they would be working with a

family member or significant other who may either be a patient or who could be involved in the student's placement assessment.

Equality Act 2010

The Equality Act applies to universities and placement providers. The University of Essex recognises its responsibilities under the legislation and is committed to working in the best interests of people with a disability and therefore aims to generate a more 'enabling' environment and non-discriminatory culture, for the benefit of all University students, staff and visitors. Students are encouraged to disclose to the University of Essex Disability Team in Student Support. This team have responsibility for assessing evidence and notifying those people who need to know once the confidentiality contract has been signed.

All Staff have a responsibility to ensure that they do not:

- treat a disabled person less favourably than someone else for a reason relating to the person's disability
- indirectly discriminate against a student with a disability by failing to make a 'reasonable adjustment' when a disabled student is placed, or is likely to be placed, at a 'substantial disadvantage' in comparison with a person who is not disabled

The legislation identifies that placement educators act as facilitators for University of Essex students and hence students are encouraged to discuss any disabilities and strategies with them. The learning contract section of the practice placement assessment form is used to ensure that students have an opportunity to disclose specific needs which may impact on the learning experience and discuss these with their practice educator. During induction practice educators must ask all students whether they want to disclose a disability or specific learning need. The learning contract statement: I have disclosed a disability or specific learning need to my educator Yes/No must be completed, dated and signed by the educator. This is reflected as part of the SWAIN in the Practice Placement Education Assessment form.

Faculty of Science and Health Reasonable Adjustments Procedure

Who is this document for?

This document is for students who are considering disclosing a disability and/or health condition that may affect their day to day activities. It is also for educators and staff members within the faculty who may support a student with a disability. This document should be read in conjunction with the *Reasonable Adjustments Procedure* Flowcharts.

Disclosing a disability and/or health condition

Student responsibilities

Disclosure of a disability and/or health condition is not mandatory but is highly recommended. Disclosure enable the university and practice placement providers to make reasonable adjustments, in line with the Equality Act (2010), to ensure that students are not disadvantaged in accessing learning and assessment. Disclosure is possible at the point of application (for example, through the UCAS or Post-graduate application) or at any time during the programme of study. If disclosing

during the programme of study, it is recommended that the student seeks support through the student well-being and inclusivity service (SWIS), Occupational health or the departmental disability liaison officer (DDLO).

If a student with a disability or health condition chooses not to disclose, the department will not be able to identify and implement adjustments to meet the student's needs. We therefore encourage disclosure to ensure students are not disadvantaged in their academic and practice learning experience.

Faculty staff responsibilities

The university and our practice placement partners are obliged to make adjustments that are considered reasonable in line with the protected characteristics of the Equality Act (2010).

If a student discloses to a member of staff within the faculty it is recommended that they advise the student to seek support from their personal tutor and to recommend for the student to visit either the SWIS and/or OH teams. They should document this disclosure on the student's Learner Engagement Activity Portal (LEAP) file for future reference.

Practice staff responsibilities

If a student discloses a disability and/or health condition to staff within the practice learning environment they are advised to suggest to the student to liaise with the personal tutor who will provide them with further guidance.

Assessment of needs

The student is required to work closely with the named advisor in SWIS and attend any meetings scheduled.

The named advisor will work closely with the student, occupational health and during the assessment process. Students will be asked to sign confidentiality and consent form. This identifies who can be informed about the student's need for a reasonable adjustment.

The named advisor will communicate recommendations for reasonable adjustments to the DDLO of the student's host department.

Student support notifications

The recommendations provide an overview of a student's needs and recommends reasonable adjustments which might be appropriate. The DDLO will work with a nominated person within the student's subject area (e.g. programme lead, placements link lecturer, personal tutor) to determine how reasonable adjustments can be made in line with the professional and regulatory standards of the student's programme.

A number of factors will influence meeting the recommendations made for reasonable adjustment. When deciding how and when to make reasonable adjustments for the student with a disability, the principles of safety and protection of service users, families and carers must override all other considerations. Reasonable adjustments may be made to the ways a student meets a competency

or standard, however, the standard itself cannot be adjusted. This is to guarantee the required professional standards of are met.

What happens next?

Academic setting

The DDLO will review the notification and liaise with the relevant academic staff. They will meet with the student and relevant academic staff as required to develop a plan of the reasonable adjustments that could be provided through their academic course or programme.

Practice placement

The DDLO will review the notification and liaise with the relevant academic staff. The department will appoint a member of academic staff (e.g. link lecturer, practice educator) from within the student's subject area to liaise with the relevant supervisor or educator within the practice setting prior to each placement. This liaison will establish that reasonable adjustments can be made for the student to practise safely and ensure equitable access to learning and assessment opportunities.

Determining the 'reasonableness' a reasonable adjustment

The university and its practice placement partners are committed to ensuring reasonable adjustment are made that allow students to access learning and assessment. There may be some cases where adjustments are not considered 'reasonable', some circumstances are listed below but this is not an exhaustive list:

- Where the adjustment would prevent the student from achieving the required professional standards associated with their programme, as determined by the relevant regulatory body (e.g. HCPC, NMC);
- Where the adjustment is very high cost or would cause significant disruption;
- Where the adjustment would not enhance access to learning and assessment opportunities

Where requests for adjustments are declined, full justification will be provided and recorded by the DDLO.

Concerns about the Reasonable Adjustments Procedure

If you have concerns about the Reasonable Adjustments Procedure or the ways in which your support needs have been considered, please raise these with the Departmental Disability Liaison Officer (DDLO) for Health and Social Care in the first instance, or Student Support Services at your campus. Contact details are below:

DDLO: Natalie Cowan

Email: njcowa@essex.ac.uk

Tel: +44 (0)1702 328360 – Southend Campus

Tel: +44 (0)1206 876558 – Colchester Campus

Mobile +44 (0)7826 993806

Student Services Hub website: <https://www.essex.ac.uk/student/advice-and-support>

Colchester campus student support services:

<https://www.essex.ac.uk/student/advice-and-support/ssh-colchester>

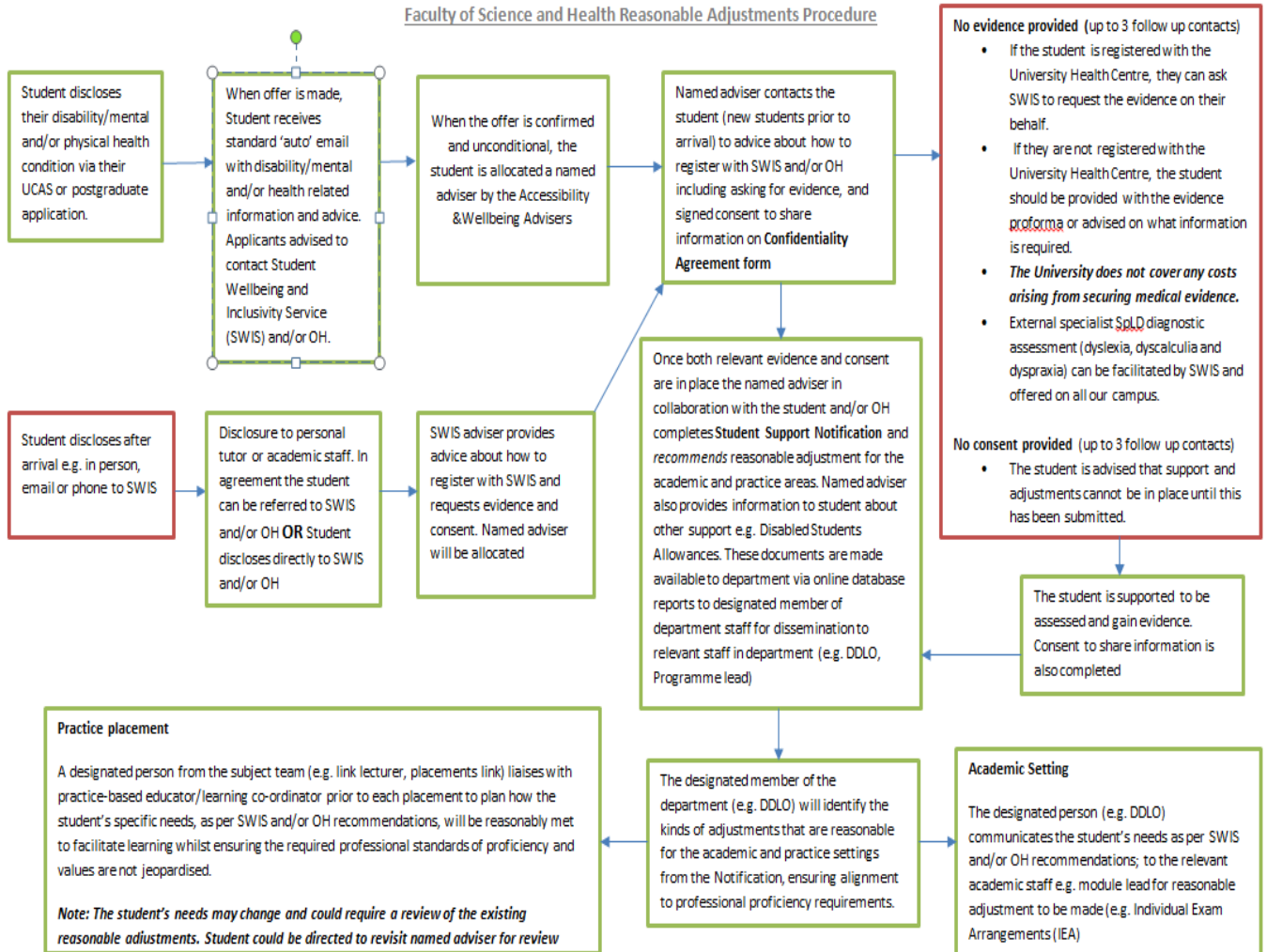
+44 (0)1206 874000

Southend campus student support services:

<https://www.essex.ac.uk/student/advice-and-support/ssh-southend>

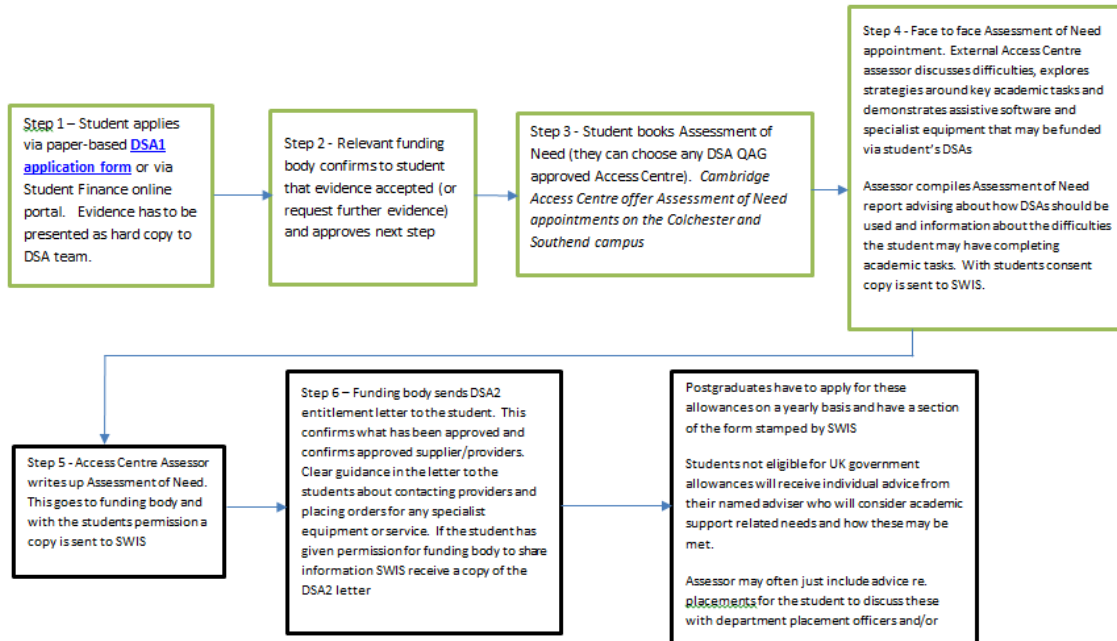
+44 (0)1702 328444

Faculty of Science and Health Reasonable Adjustments Procedure



DISABLED STUDENTS ALLOWANCES

Eligible UK students may apply for Government Disabled Students' Allowances either prior to arrival or during the academic year. For students not eligible for UK DSAs, the named adviser will provide advice about other funding routes.



Alternative placement arrangements

Alterations may be made to placement working arrangements to meet the needs of students with diagnosed health needs e.g. shorter hours over a longer placement period. The Practice Placement Lead will negotiate the placement arrangements with the placement educator and the student.

Statement on deferred placements

The programme leads meet with the Practice Placement team prior to each placement for placement allocation and once the placement co-ordinator has allocated a student to a placement that the programme leads have deemed to be suitable the decision is final. Placements cannot be deferred except in very exceptional and unavoidable circumstances, such as illness or injury. In such circumstances, the student must discuss the issue with the Practice Placement Lead and the relevant programme lead. Please note that, in such circumstances an assessment from the University's Occupational Health Department may be required prior to any deferral being approved.

Students must pass all practice-based learning placements. If a student fails a placement, they will be required to undertake and pass a full repeat placement in the same clinical speciality for a pass grade (as all placements are pass/fail). The repeat placement will be undertaken at the earliest opportunity and must be completed before the student is eligible to progress to the next level of study.

Student placement responsibilities:

- To broadly prepare for the placement - obtain information relating to the practice area
- To complete the advance information/SWAIN form and send to the placement educator in a timely manner
- To arrange & undertake a pre-placement visit where possible
- To confirm details of the placement with the placement educator and ask any relevant questions
- To consider personal learning needs for the stage of training and use every opportunity on placement to develop these
- To develop a learning contract and outcomes in collaboration with the educator
- To develop knowledge and skills gained in both the academic and placement settings
- To underpin practice with an appropriate theoretical evidence base
- To constructively use formal & informal supervision processes, engage in self-assessment and actively prepare for & participate in these processes
- To further professional skills with a range of needs, working at a level appropriate for the stage of training reached
- To contribute towards discussion and intervention as part of an inter-professional team
- To observe the College of Occupational Therapists Code of Ethics and Professional Conduct (2017) in all aspects of practice
- As future registrants of the Health and Care Professions Council students should be aware of and comply with the Standards of Conduct, Performance and Ethics (HCPC 2016).
- To use reflective practice as a tool for further development
- To inform the placement educator and the University of any change in personal circumstances which may affect the ability to complete the placement
- To follow the University procedures
- To complete relevant paperwork by the required date
- To behave in a professional manner at all times
- To record practice experiential learning in a professional development portfolio
- To contact the Practice Placement team immediately should difficulties arise

Placement educator responsibilities:

- To prepare for the student, providing information relevant to the practice area
- To plan and source suitable uni-professional and multidisciplinary learning opportunities with the student, taking into account the level of training, their individual learning needs and prior experience
- To provide support and supervision to the student as appropriate
- To facilitate regular student supervision using the learning contract, supervision log and assessment criteria to guide the process
- To assess the student's performance throughout the placement and give regular feedback through formal and informal discussion and assessment recording
- To inform the University as soon as possible of any concerns regarding the student's performance and to formally document these as an issue of concern
- To evaluate the placement via the educator placement evaluation form
- To update and develop placement educator skills through CPD opportunities
- To meet practice placement education standards

Whistle-Blowing and Escalating Concerns for Students

In situations where you are concerned about any aspects of care delivery you must adhere to guidance from the Royal College of Occupational Therapists - Code of Ethics (2017) and HCPC Standards of conduct, performance and ethics (2016). Should you at any time have concerns regarding the standard of care in your placement, or if you observe poor practice, you must discuss this with your Educator or the service manager in the first instance. You must also inform the University of these concerns; the most effective way of doing this is to contact your visiting tutor or the placement team. They will listen to your concerns and may involve other members of the team to establish further information. If appropriate the decision may be taken to remove you from the placement. The Programme Lead or professional lead for occupational therapy will take the concerns forward with the relevant authorities.

Placement assessment process

Placement assessment processes serve two purposes; that is to provide the student with ongoing feedback on their performance, and to formally assess the level of that performance against defined criteria for the student's stage of training.

The assessment and supervision process provides a framework to continually monitor the development of professional skills, knowledge and attitudes enabling the practice educator and the student to engage in a continuing cycle of monitoring, review, feedback and action planning. Regular performance feedback is expected to occur during formal and informal supervision times.

For the most up to date practice placement handbook and placement documentation please follow this link: <https://www.essex.ac.uk/departments/health-and-social-care/placements>

Assessment requirements

The placement assessment form provides guidance for pass/fail criteria. The assessment aims and learning outcomes take account of increasing levels of responsibility and involvement as students' progress through placements.

Important: The assessment form must be used in conjunction with the placement guidance denoted at the beginning of each assessment document. Additional assessment guidance and information are also included with each assessment form to help with assessing performance.

Halfway assessment

A formative half way assessment of professional practice will occur halfway through the placement. The half way assessment is to only be used at this point to indicate the students' level of achievement with supporting comments. If a student is not achieving an area of professional practice it should be clearly stated what needs to be done either by the student and/or educator in order to pass the area by the end of placement.

Formal final assessment

A formal final (summative) assessment meeting is held at the end of the placement.

The practice educator is required to complete both part one – professional conduct and part two- professional practice – final assessment form indicating the level of achievement with clear supporting comments with areas for future learning and development.

Each of the five sections of the placement assessment form must be awarded a pass or fail. All performance criteria must be met and the student must obtain a Pass in each of the five sections in order to satisfactorily complete placement practice components. It is a requirement that specific examples of the student's performance must be given in the comments box for **every** section to support the mark awarded and also to comment on where and how they can develop their future practice.

MSc and BSc (Hons) Assessment

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.

Assessment of this placement is based on evidence of achievement of negotiated learning outcomes via:

- * A half-way formative assessment
- * Final assessment at the end of the placement (100% weighting)

After discussion between the practice educator and the student, the practice educator will make the final overall pass/fail marking for all placements using the guidance provided in the Practice Placement Education Assessment form.

Retaking a failed placement

If a student fails their first attempt at a placement, they will be expected to retake this in a similar setting. Students will have to withdraw from the programme if they fail a placement at a second attempt.

Risk of failure

Guidance for placement based educators, supervisors and assessors

There is an expectation that students will be continuously assessed when they work and learn in practice-based settings. Every time an educator works with a student, the educator should be able to provide learning opportunities that allow the student to fully participate in supervised practice. In this way, students gain practical experiences that they can reflect upon and learn from. If learning opportunities are provided, students should become proficient in applying knowledge, develop practical skills and professional behaviours, and become a functioning member of the team in the service that provides the placement.

These proficiencies are measured through the assessment criteria in the student's practice assessment document, aligned to the professional regulatory standards of the HCPC. This document is the record of a student's learning, development and achievement of proficiency whilst on placement. Placements contribute to the student's curriculum and a student's practice assessment outcome directly impacts upon their ability to progress on their programme of study.

All involved (students, placement providers and educators, university staff, and professional regulators) need to be assured that sufficient learning opportunities have been provided in placement and that continuous robust assessment of practice learning has been undertaken. It is likely that students will be working towards or meeting the assessment criteria during their placement. It is imperative that, where there is a risk of failure of one or more of the agreed assessment criteria, actions are put in place to mitigate this risk.

Please follow the processes outlined in the flow charts below when supervising and assessing students in placement:

Overview of practice-based learning and assessment

On the first day of placement, review the practice assessment document in collaboration with the student. Identify the learning opportunities available in the placement to allow the specific proficiencies/criteria in the practice assessment document to be achieved during the placement.

Develop and agree a learning contract in collaboration with the student. Plan ahead to ensure that participative learning opportunities are made available throughout the placement period.

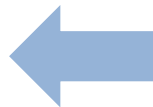


Continuously and robustly assess the student against the assessment criteria as they progress through the placement. Provide written and verbal feedback to the student so that they may continue to develop. During continuous assessment you may assess the student to be:

- exceeding the expectation set in assessment criteria
- achieving the expectation set in assessment criteria
- working towards the expectation set in assessment criteria
- **at risk of failure of one or more assessment criteria**



Continue to set goals, and provide student's with learning opportunities and feedback to promote learning, development and achievement of assessment criteria



Initiate Risk of Failure **process (see page 60)** at any point during the placement



The final summative practice assessment is completed.

Students who pass their placement may progress on the programme.

Student who fail may be offered one further retrieval placement.

Risk of Failure process

If, at any point during continuous assessment, the educator identifies a risk of failure against one or more assessment criteria it is incumbent upon them to initiate the risk of failure process. Educators and students can feel worried and anxious when the risk of failure process is initiated, sometimes under difficult circumstances. However the process is not punitive. It is designed to ensure that appropriate actions are taken to provide support to everyone involved: the student; the placement-based educators, supervisors and assessors involved; and the placement setting.

How will I know when to initiate the risk of failure process?

During continuous assessment the educator will need to make a robust judgement about whether the student is achieving the expectations set in the assessment criteria, working towards these expectations, or at risk of failure of one or more assessment criteria. Examples of when you might initiate the risk of failure process are as follows:

- The student has been working towards the standards set in the assessment criteria, given sufficient opportunity to learn and develop proficiency, but has made little or no progress in the quality of their performance;
- The student has been provided with sources of verbal and written feedback whilst working towards an assessment criterion, but makes little attempt to act upon this feedback;
- The student has been offered opportunities to reflect on their own performance, with respect to selected assessment criteria, to identify areas for development but demonstrates little or no insight into how they might enhance their own performance.

It is likely that through continuous assessment the educator will have identified the risk of failure well before the final week of placement. The earlier that the risk of failure is initiated the more likely it is that conditions can be cultivated and actions agreed that can support the student's progress. It is theoretically possible for the risk of failure process to be initiated right up to the final day of placement. However, this is only likely to happen in rare, exceptional circumstances.

The process for initiating Risk of Failure is as follows (the related paperwork can be found in appendix 14 and 15):

The risk of failure process: a guide for educators, supervisors and assessors

Initiating the the "Risk of Failure" process

- At any time during the placement, you assess the student to be at risk of failure of one or more assessment criteria. Contact the relevant *[programme placement lead/link lecturer/programme tutor]* to seek guidance. If you are unable to contact the relevant *[programme placement lead/link lecturer/programme tutor]*, please contact the Practice Placements Team on 01206 874312 or practiceplacements@essex.ac.uk. The Practice Placements Team will refer your query to the most appropriate *[programme placement lead/link lecturer/programme tutor]*
- A *[programme placement lead/link lecturer/programme tutor]* will contact the student and the placement setting by phone, email or in person. This will normally be within one working day of the referral being received, but it may take up to three working days.
- If deemed appropriate, complete the "Risk of Failure" **report** form available at: *Appendix 1*, identifying the assessment criteria against which risk of failure has been identified and justification for your decision. This should be completed in collaboration with the student. Both you and the student should retain a copy of the completed "Risk of Failure" report form.

Follow-up from university

- The *[programme placement lead/link lecturer/programme tutor]* will provide support and guidance and recommend strategies to ensure that all appropriate objectives and actions have been developed, prioritised, agreed and documented.
- Deadlines will be agreed between you, the student and the *[programme placement lead/link lecturer/programme tutor]* to review progress in achieving objectives and actions before the end of the placement. This may include setting a date(s) for a review meeting (or series of meetings) to monitor progress.

Review of Progress

- Continue to provide the student with learning opportunities and feedback to promote learning, development and achievement of assessment criteria.
- In collaboration with the student, document the student's progress in meeting agreed objectives in the "Risk of Failure" **review** form available at Appendix 1. Share the document with the *[programme placement lead/link lecturer/programme tutor]* and draw on their support and guidance as agreed at follow-up.
- At the review meeting, you and the student can provide evidence of where/if progress has been made against the agreed objectives.
- In all cases, you are accountable for making the final judgement - with support from the *[programme placement lead/link lecturer/programme tutor]* - about whether the student has achieved the expectations set in the assessment criteria (a pass) or not (a fail) by the end of their placement. The *[programme placement lead/link lecturer/programme tutor]* can offer guidance and support.

Fitness to Practice

In some cases, an educator may have significant concerns about a student's conduct, behaviour or performance that question their fitness to practice. Concerns about a student's fitness to practice refer to actions and omissions relating to professional conduct and professional suitability, including:

- actions that are harmful to service users, other members of the public or service providers;
- actions that are likely to constitute an unacceptable risk to the student or others;
- contravention of the relevant professional code of conduct;
- concerns about health, disability or wellbeing , including a failure to seek appropriate medical treatment or other support, which might impair fitness to practice;
- actions that are prejudicial to the development or standing of professional practice.

The full Fitness to Practice policy is [available here](#). If you have a significant concern about a student's Fitness to Practice then please contact the programme placement lead, link lecturer or programme tutor, who will be able to advise on the appropriate action for any given situation.

To initiate a Fitness to Practice referral, you will need to email v.j.scott@essex.ac.uk (Dean of School) stating your specific concerns.

Failure of Practice Placement modules

- Each practice placement has to be passed in order to progress through the academic levels to achieve final qualification
- A student failing a placement must successfully resit this before progressing to the next practice placement experience
- A resit placement will normally be found which will provide similar learning opportunities in a comparable setting
- A successful resit placement will be awarded a pass mark
- A second failure of the resit placement will normally result in termination of the course and procedures are consistent with those for academic modules (COT 2008: requirement A.3.2)
- Only two failed practice placements are permitted to be re-sat as a second attempt. Students who fail more than two practice placements will normally be required to leave the programme.
- If students double fail on the academic component of the course whilst out on placement then they will be removed from placement. A tutor will visit to withdraw the student. This is in accordance with University policy and guidelines.
- If a student withdraws from a placement without University approval it is deemed a failed placement.
- Refer to the Rules of Assessment which can be accessed via a link in the Programme Handbook.

Guidelines for Removal from Placement

The University recognises the need for termination of a placement where a student's behaviour seriously breaches codes of conduct or procedures operating in the practice setting or the professions'. Evidence of professional unsuitability or misconduct and/or ill health must be clearly documented to support the placement educator's decision to exclude the student from the workplace. The educator will need to complete part 1 – professional conduct in the Practice Placement Education Assessment form. In extreme cases the placement educator has the right to send the student off site immediately, but must notify the Practice Placement Team without delay on **01206 874312**.

The University will then implement, where necessary, the appropriate procedures governed by University Breach of Professional Conduct and Fitness to Practice regulations.

Assessment paperwork submission

If paperwork is incomplete this is likely to result in a delay in completion of the course. The remainder of placement documentation: supervision logs and other reflective logs/material are to be filed in the student's Continuing Professional Development (CPD) portfolio and be available for use in discussions and for external moderation purposes if required. Student and educator placement evaluation forms must be completed on PEMS. All students are expected to attend a debrief session at the end of each placement, if applicable.

It is the students' responsibility to ensure ALL elements of the assessment form are completed. The assessment form is to be submitted by the student via FASer on the last day of placement and the placement educator is expected to email a copy of the same document to ipladmin@essex.ac.uk. It may be possible to negotiate with the programme lead and placement lead up to 1 weeks delay for submission. Students should retain a

copy as once submitted assessments will NOT be returned. Submission of incomplete or inaccurate booklets is likely to prevent completion of the related module and therefore potentially the course.

Negotiated learning contract

Students and educators will negotiate a learning contract which will relate effectively to the overall learning outcomes for the placement. The Learning Contract reflects the self-directed nature of learning within the total programme, enabling students to identify learning outcomes that are specific to their individual requirements. Hence, the Learning Contract is used to guide and individualise the student's learning experience and to provide a clear plan for their specific learning and experience throughout the placement.

The student and practice educator work collaboratively to negotiate and complete the Learning Contract by the end of the first week. Once negotiated, the contract is flexible to allow for changes as new outcomes are developed or new resources identified. The student becomes a more active participant in the learning process and takes responsibility for identifying their learning needs, evaluating their strengths and area for development.

Learning Contract Objectives

The learning outcomes can be identified within the module details in this handbook. The student and educator should use the module learning outcomes and SWAIN to negotiate and agree learning objectives, recording them in the learning contract. There should be learning objectives for each of the five areas of practice, listed on the Assessment Summary within the assessment documentation. 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 guidance section of the assessment documentation. The student's performance must be satisfactory in each of the practice areas relevant to the placement setting in order to pass the placement.

In order to develop learning objectives in conjunction with the practice educator, students should ask themselves the following questions: -

- What do I want to learn or develop during this placement, which is at an appropriate level to meet the placement module outcome expectations?
- What are my needs and interests, baseline knowledge and understanding, previous experience and knowledge gaps?

A useful starting point for the basis of drawing up learning objectives is to think about them in three groupings:

- Knowledge - What do I need to know?
- Skill - What do I need to do?
- Attitude - How do I need to go about it?

It may also be beneficial to consider the following terminology in relation to the level of the placement:

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 (1994)

A balanced learning contract will have objectives that reflect each of these components.

The Learning Contract should be reviewed regularly throughout the placement and used as a focus for reflection and feedback in supervision.

The following page outlines some examples for learning objectives for a level 5 student placement:



Supervision (how will supervision occur, for how long, when and with whom):	Supervision with Sue will be one hour on Friday mornings at 09:30am in the upstairs seminar room. We will both bring ideas for what we want to discuss
---	--

Date Set	Area of Professional Practice	Learning Objectives Needs and interests, areas of essential knowledge and skill	Learning Resources Methods and situations for how and when learning can occur	Evidence And opportunities to show that learning objectives have been met	Ongoing (√)	Date Met
	Safe practice	To discuss the policies and procedures relevant to [insert practice setting]. To evaluate sources of knowledge when applying professional boundaries in [insert practice setting]				
	Effective practice	To demonstrate and maintain effective verbal and written communication skills to build and sustain professional relationships in [insert practice setting] To apply effective self-management strategies in relation to time management/prioritisation				
	Informed practice	To select and critically evaluate a relevant model of practice for [insert practice setting] To demonstrate effective reflective skills by summarising key points of learning for future practice				
	Occupation focussed practice	To discuss and critically evaluate the purpose of occupation focused practice. To select and analyse an appropriate intervention for [insert client group]				
	Professional conduct	To demonstrate and maintain professional behaviour at all times. To initiate own learning and development opportunities through leading supervision. To take feedback on board and act on this accordingly.				

Supervision

The students understanding and knowledge of professional practice will be explored and developed through supervision with their placement educator. Supervision processes provide an opportunity for education, support, feedback, action planning and reflection. Formal supervision should be provided for a minimum of 1 hour per week and should ideally be regularly timetabled and take place in a quiet environment, free from external distractions. This formal time will be supplemented with ongoing informal feedback and discussion as appropriate. Supervision should be confidential, safe and supportive, to allow exploration of the student's strengths and areas for development.

The formal supervision session should be discussed during the first week, to establish how supervision will take place, for how long, when, where and with whom. This information is recorded on the Learning Contract. It is useful when setting up supervision, to discuss the student's previous experiences of supervision, clarify expectations and reach agreement on the use of the sessions.

In **traditional and non-traditional settings** the student will be supervised by the on-site Occupational Therapy educator

For role emerging placements: These placements require one member of the organisation acting as an 'onsite' supervisor for the student, providing 1 hour of supervision per week. The person will take responsibility for the day to day management of the student and on-site supervision.

An external registered occupational therapist or member of university staff will provide one hour per week of professional supervision. This supervision will be provided either by face to face contact, emails or telephone contact and they will be responsible for completing the assessment paperwork.

It is suggested that the students, on-site and offsite educator agree the learning contact in the first week and meet at the half way point and then at the end to complete the summative assessment.

The **student's** responsibilities as supervisee include:

- Preparing for supervision
- Reviewing the Learning Contract and current learning needs
- Reviewing practice and level of involvement in the practice setting
- Selecting issues from reflections completed to share and discuss
- Reviewing the previous week's supervision log and prepare an agenda
- Participating equally in discussion

The **placement educator's** responsibilities as a supervisor include:

- Preparing for supervision
- Guiding learning by facilitating the integration of theory and practice
- Promoting reflective dialogue and providing specific feedback on performance
- Monitoring assessment of competence and confidence and to plan assessment opportunities
- In the case of joint supervision, agreeing how sessions will be structured or shared
- Ensuring collaboration between joint supervisors

The Supervision Log and action plan

The Supervision Log (Appendix 5) should be completed by the student & signed off by the placement educator after each supervision session. It aims to ensure that discussions have been clearly documented and provides evidence that weekly supervision has taken place. The log will enable the student to review their learning experiences and to notate discussion and future weekly planning within each supervision session.

The weekly Action Plan (Appendix 6) points will be agreed and practical objectives set with details of how these are to be met. These objectives and work undertaken towards meeting them should appear as part of the agenda for the following week's supervision.

Guidelines for Role emerging placements

There may be the opportunity for students on penultimate and final placements to experience working in a setting where there is not an established occupational therapy role. These 'role emerging' opportunities may occur in settings such as residential homes, hostels, homeless services, social farms, independent drug agencies, schools etc. Students may undertake this type of placement individually or as a shared experience with a peer. Usually, individual students are assigned to placements. However, it has been shown that student pairs who undertake role emerging placements have positively benefited from the shared experience. Collaborative peer supported working, and enhanced ability to undertake the considerable demands of the role development work, features positively in student and service feedback. Prior to placement allocation, care is taken to form a complementary student pairing take account of individual skills and experience. However, services vary in capacity to accommodate students to provide reasonable access to IT facilities and space within the staff teams and premises. Therefore, it may only be appropriate for an individual student to attend.

This type of placement requires 'a strong sense of professional identity'. Students who feel able to cope with the challenges of this type of placement and are interested in undertaking one should discuss the possibilities with their programme lead and role emerging placement tutor in conjunction with the Practice Placement Lead.

There is an agreement that both the 'on site' supervisor and 'off site' occupational therapist work in close collaboration to monitor, assess and provide feedback about the students' progress throughout the placement.

A minimum of 1 hour protected formal supervision each week is provided at a time to be agreed between the OT 'long arm supervisor and OT student. The service 'onsite' supervisor will be required to meet with the supervising long arm OT student at agreed intervals throughout the placement, minimally this must be at least 3 times (weeks 1, midway and final week) to gauge the student's performance for assessment purposes. Supervision meetings may be arranged to take place on or off site or a mix of these to suit both the student and supervisors needs as the placement progresses.

Promoting and accessing role emerging placement opportunities

The role emerging placement tutor is responsible for sourcing and setting up new placement opportunities in this diverse area of practice, working collaboratively with the placement team, organisations and practice educators.

Students have access to available placement information on Moodle to find out more about these diverse practice placements.

Please note: Students will only be able to attend these placements if there are placement offers and appropriate support available.

If you have an interest in attending or supporting role emerging placements contact role emerging lead for OT: Nikki Williamson nwill@essex.ac.uk or 01206874312.

Practice Placement Education Quality Assurance and Monitoring

The Occupational Therapy programme and each placement provider have a shared responsibility to ensure that the student placement experience offers a constructive & individualised learning environment that meets requisite professional and regulatory body placement and educational quality standards and guidelines. COT (2014), HPC (2012), QAA (2007), DoH (2001)

Placements and standards are monitored and reviewed through the following processes:

- An audit is carried out by each organisation prior to students commencing placement.
- All students and educators are requested to provide feedback on the placement within 2 weeks of completing the placement. Student feedback will be stored on PEMS and will be available for educators to view following on from the placement.
- Non-traditional and role emerging placement areas must complete a health and safety checklist. This will be completed by a person within the organisation and returned to the University role emerging placement tutor.
- Placement halfway tutorial monitoring forms – screened/reviewed by academic tutor /Practice Placement Lead – action as required
- Student placement evaluation - reviewed by Practice Placement Lead – action as required
- Placement educator feedback - reviewed by Practice Placement Lead – action as required
- Placement educator development events/course evaluation - reviewed by Practice Placement Team staff – development as required
- Course programme management committee meetings – student representatives

- Placement module evaluation screened by programme lead and academic team – reviewed by Practice Placement Lead for action as appropriate

Prior to placement commencement placement educators are required to sign a placement standards agreement summarising the standards in the following key areas:

- Placement educator's skills & knowledge are current and student assessment outcomes meet criteria
- Placement educator understands and negotiates the achievement of requisite student placement learning outcomes with the student using a variety of development/monitoring tools, taking into account any individual needs
- Students receive formal and informal supervision and feedback on their performance by their named educator
- Placement educators understand and contribute to the course curriculum and facilitate the students professional development on placement in partnership with the University
- Students are given responsibility for their learning and have access to adequately resourced workplace opportunities including multi-disciplinary learning opportunities
- The quality of the placement working/learning environment reflects current evidence and legislative based practice
- There is responsive communication between the placement provider and the University in all aspects of the process of placement provision

Student Information File – can be on-line/virtual

An appropriately structured and up to date practice placement information file is potentially a useful learning resource for students, their placement educators and other service providers involved in the education of Occupational Therapy students. The file can be a reference point to assist students in their induction and orientation to the placement, personnel and the services it provides. It can give indicators to the variety of general and more specific learning resources and opportunities available to the student.

It can also contain an outline of placement educator and student support and development processes and the mechanics expected in the provision of the student's placement learning and assessment experience. At the same time the file contents can also provide a ready source of evidence for meeting the professional and statutory benchmark standards and guidance contained in the following documents:

Royal College of Occupational Therapists (2015) Code of Ethics & Professional Conduct Online at <https://www.rcot.co.uk/practice-resources/rcot-publications/downloads/rcot-standards-and-ethics> (accessed 09.07.2019)

Bloom, B. S. (1994). *"Reflections on the development and use of the taxonomy"*. In Rehage, Kenneth J.; Anderson, Lorin W.; Sosniak, Lauren A. (eds.). Bloom's taxonomy: A forty-year retrospective. Yearbook of the National Society for the Study of Education. 93. Chicago: National Society for the Study of Education

College of Occupational Therapists (2014) College of Occupational Therapists' learning and development standards for pre-registration education <https://www.rcot.co.uk/practice-resources/rcot-publications/member/education-and-development> (Accessed 20th August 2019)

College of Occupational Therapists (2011) Professional Standards for Occupational Therapy Practice London College of Occupational Therapists Online at

<http://www.cot.co.uk/standards-ethics/professional-standards-occupational-therapy-practice>
(Accessed 20th August 2019)

Health and Care Professions Council (2012) Guidance on Conduct and Ethics for Students Online at <http://www.hpc-uk.org/apply/students> (accessed 20th August 2019)

Health and Care Professions Council (2012) Standards of Conduct, Performance & Ethics <http://www.hpc-uk.org/publications/standards/index.asp?id=38> (accessed 20th August 2019)

Health and Care Professions Council (2012) Standards of Education & Training Online at <http://www.hpc-uk.org/aboutregistration/standards/sets> (accessed 20th August 2019)

Health and Care Professions Council (2013) Standards of Proficiency- Occupational Therapists Online at <http://hpc-uk.org/publications/index.asp?id=45#publicationssearchresults> (accessed 20th August 2019)

Hocking C & Ness NE (2002) World Federation of Occupational Therapists Revised Minimum Standards for the Education of Occupational Therapists Sydney World Federation of Occupational Therapists

Quality Assurance Agency for Higher Education (2007) Code of Practice for the Assurance of academic quality and standards in higher education, Section 9: Work-based and placement learning Online at <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Code-of-practice-Section-9.aspx> (accessed 20th August 2019)

In order to meet these placement standards and guidelines for Occupational Therapy student education it is recommended that a student information file could usefully contain and/or have signposting to material that relates to the following:

Practice Placement processes

- The administrative, preparatory and evaluative processes undertaken by the occupational therapy programme, placement providers and students throughout the placement period. How placements are put into operation within the service.

Organisation or Service philosophy and information

- What the service aims to achieve and how.
- General management & staffing, multi-disciplinary team and occupational therapy.

Legal and ethical frameworks and practice

- Underpinning policies, procedures and guidelines that students are required to adhere to including health and safety and risk and workload management.

Placement service quality – Clinical governance

- Professional practice & service development – how service and staff meet service user & corporate objectives.

Placement education quality

- Practice educator support & development structure – how staff develop their student educator skills.
- Working partnership links with the University OT programme – how service influences the course curriculum.

Placement support processes

- How the service and University supports practice educators and students

Local useful information not already contained in a student information pack

- Promoting work life balance

Should you require advice or assistance in the compilation or updating of a student information file in relation to the standards outlined please contact the Occupational Therapy Practice Placement Team.

References

College of Occupational Therapists (2015) Code of Ethics & Professional Conduct Online at <http://www.cot.co.uk/standards-ethics/professional-standards-occupational-therapy-practice> (accessed 20th August 2019)

College of Occupational Therapists (2014) College of Occupational Therapists' learning and development standards for pre-registration education <https://www.rcot.co.uk/practice-resources/rcot-publications/member/education-and-development> (Accessed 20th August 2019)

Health and Care Professions Council (2008) Standards of Conduct, Performance & Ethics <http://www.hpc-uk.org/publications/standards/index.asp?id=38> (accessed 20th August 2019)

Health and Care Professions Council (2012) Standards of Education & Training Online at <http://www.hpc-uk.org/aboutregistration/standards/sets> (accessed 20th August 2019)

Parliament of United Kingdom (1998) Data Protection Act 1998 Online at <http://www.legislation.gov.uk/ukpga/1998/29/contents> (accessed 20th August 2019)

Parliament of United Kingdom (2010) <https://www.gov.uk/guidance/equality-act-2010-guidance> (accessed 20th August 2019)

Quality Assurance Agency for Higher Education (2007) Code of Practice for the Assurance of academic quality and standards in higher education, Section 9: Work-based and placement learning Online at <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Code-of-practice-Section-9.aspx> (accessed 20th August 2019)

Introduction to OT placement documentation appendices

These appendices illustrate placement paperwork required by OT students and practice educators for all course placements.

It is particularly important that practice educators provide written feedback on placement assessment forms and negotiate individual student learning contracts that are specifically aligned to the placement learning outcomes as outlined in the handbook.

It is particularly important that practice educator written feedback on placement assessment forms, as well as the construction of individual student learning contracts, be informed by the specific placement learning outcomes as outlined in the placement handbook.

Students will assume responsibility for ensuring that all forms are completed and signed alongside their practice educators and then returned to the University at the end of the placement via FASer and the ipl team, as outlined previously.

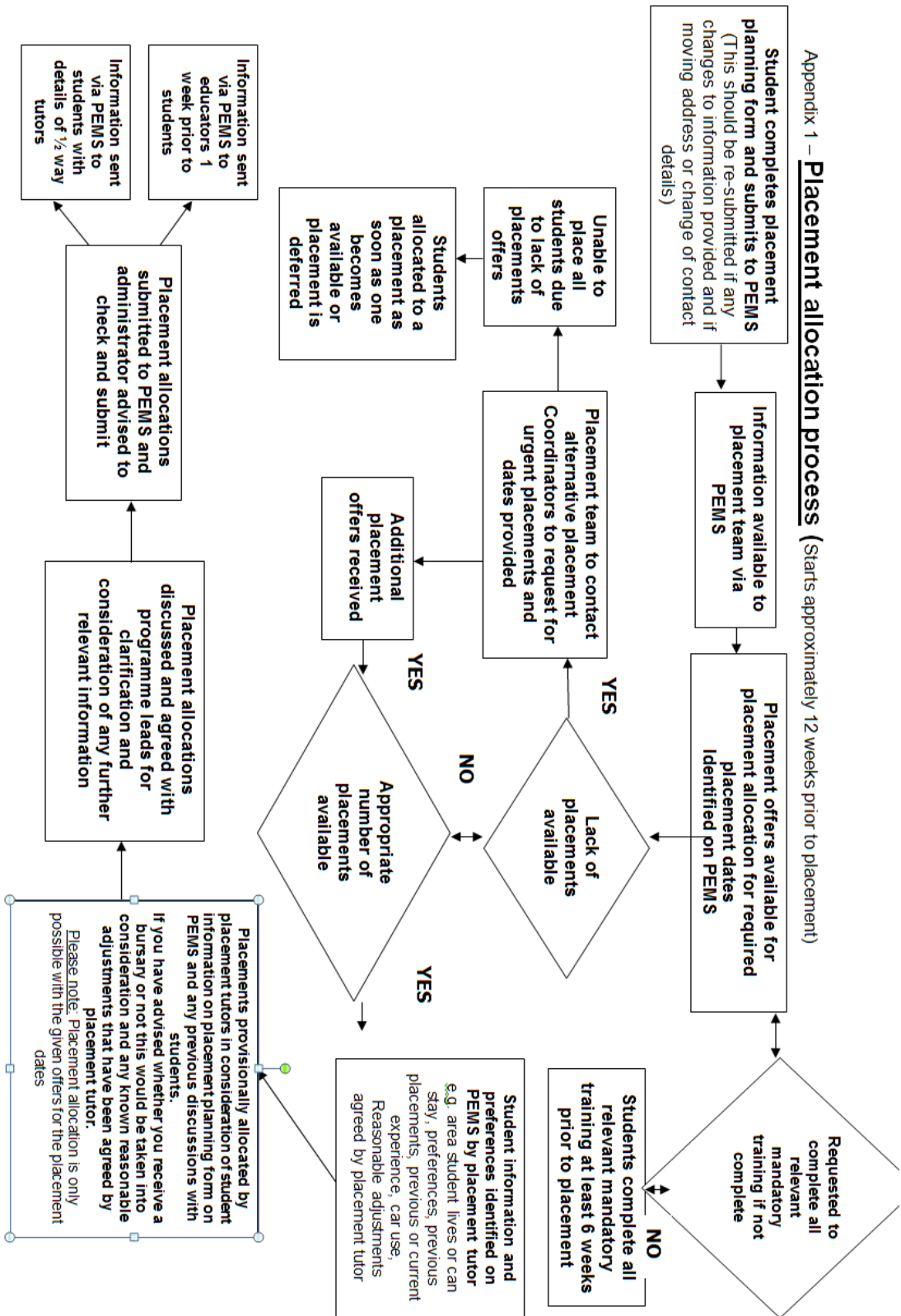
Please do not hesitate to contact the Practice Placement team if in doubt about the use of requisite documentation.

For a copy of our most up to date Placement handbooks or Practice Placement Assessment documentation please follow this link:

<https://www.essex.ac.uk/departments/health-and-social-care/placements/occupational-therapy-placements>

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Appendix 2

School of Health and Social Care OT Student Advance Information for Practice Placement Educators

Student Name:
Address for correspondence:
Tel. No:
Email:

Current Occupational Therapy Working Experience (if applicable)

Practice Placement Experience (in order, include details of name of placement, description of experience gained, role and skills learned)

PP1

PP2

PP3

PP4

PP5

'SWAIN' FOR PROFESSIONAL DEVELOPMENT ON PRACTICE PLACEMENT

To complete the **SWAIN** analysis, identify your perceived **Strengths** and areas of **Weakness** for personal and 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.

<p>STRENGTHS</p> <ul style="list-style-type: none"> • I have a positive outlook • I am very willing to try new practices • I am good at listening and observing • I am becoming more confident in writing up notes and use IT record keeping • I have some experience of working with children (pre-school) as a helper • I am good at building rapport with people <p style="text-align: right;">EXAMPLE ONLY</p>	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • No specific experience working with children with special needs • Unsure of emotional impact of working with the needs of people in this setting • Paediatric sessions a start but raised awareness of complexities of working in this setting • Enthusiasm for taking on too much • Lack confidence in Supervision discussions
<p>ASPIRATIONS</p> <ul style="list-style-type: none"> • I hope to have opportunity to: • Improve knowledge of developmental stages, syndromes, treatment approaches • Experience practical approaches to paediatric OT assessment • Become familiar with range of children's learning and self-care equipment • Take part in Seating and postural assessment 	<p>INHIBITIONS</p> <ul style="list-style-type: none"> • Opportunities might not occur for the practice experiences • Educator part-time – who will I go to? • Lack of experience in this setting <p style="text-align: right;">EXAMPLE ONLY</p>

<ul style="list-style-type: none"> • Take part in group work sessions • Be realistic in setting placement goals • Contribute more actively in supervision 	
--	--

NEEDS

Would like to feel I will develop my knowledge and skill base of paediatric assessment and intervention. Would like to gain confidence in working with service users and their families e.g. in how and what advice will be provided to encourage a child to develop his/her skills. Also in learning how to cope with difficult situations.

Any special considerations for the placement:

I have disclosed a disability or specific learning need to my educator. Yes/No

Date:

Sign by educator:

Sign by student:

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)

Expected placement start date:	Expected Placement finish date:
Signature	Date

Appendix 4**School of Health and Social Care****Occupational Therapy Case Study Consent Form**

I consent to being part of a case study used for the education of the University of Essex Occupational Therapy student named below.

I understand that all my details will remain confidential and will only be used for the purposes of this study and that this form will remain with the occupational therapy service.

Name
Signature
Occupational Therapy Student Name
Occupational Therapy Student Signature
OT Practice Placement Educator's Name
OT Practice Placement Educator's Signature
Date

Please note, it is recognised that it is not always possible to ascertain or accommodate a service users' wishes for mental capacity or legal reasons. In such circumstances you must always act in the service users' best interests and abide by legal and local requirements

N.B. It is important this form must remain within the occupational therapy practice placement education placement setting.

Appendix 5

Practice Placement Supervision Log	Student name:		Date
	Educator name:		Time
Agenda including review of practice & learning/support issues to be discussed	Issues discussed, reflections, learning points and plans for next week		
	Next supervision scheduled for:	Educator Signature:	

Appendix 6

Weekly Action Plan – OT Student Name:

Objective – development point	Resources	Action	Met?

Appendix 7 – School of Health and Social Care, Occupational Therapy placement learning contract

Supervision (how will supervision occur, for how long, when and with whom):						
Date Set	Area of Professional Practice	Learning Objectives Needs and interests, areas of essential knowledge and skill	Learning Resources Methods and situations for how and when learning can occur	Evidence And opportunities to show that learning objectives have been met	Ongoing (√)	Date Met
	Safe practice					
	Effective practice					
	Informed practice					
	Occupation focussed practice					
	Professional conduct					
Date Set		Educator Initials		Student Initials		

Appendix 8

Placement Learning Contract: Level 4 Examples

Supervision (how will supervision occur, for how long, when and with whom):		Every Friday at 11.30am for 1 hour with educator A				
Date Set	Area of Professional Practice	Learning Objectives Needs and interests, areas of essential knowledge and skill	Learning Resources Methods and situations for how and when learning can occur	Evidence And opportunities to show that learning objectives have been met	Ongoing (√)	Date Met
29/6/19	Safe practice	To demonstrate a basic understanding of the use of SOAP notes and the legal aspects of note writing in healthcare professions.	Reading notes Researching RCOT/HCPC guidance Observing Discussions with team	Discussion in supervision Information gathered Examples of basic note writing if able to engage in this		
29/6/19	Effective practice	To develop a greater understanding of effective communication skills by reflecting on observations made and demonstrating appropriate interactions with service users and the MDT.	Observation Formal reflections Time spent with MDT members When seeing service users Liaison with staff	Formal reflections using a model Supervision discussions Educator's observations		
29/6/19	Informed practice	To develop a basic understanding of the organisation's moving and handling policy and relevant legislation.	Research Discussion Attending training if appropriate University training information	Information gathered Information fact sheet developed Discussion		
29/6/19	Occupation focussed practice	Identify an appropriate model of practice that could be used in the setting and demonstrate a basic understanding of how this model utilises occupation as an intervention.	Reading Discussions with educator and team Observations of the use of the specific model (if able)	Case-study Discussions in supervision Reflections		
29/6/19	Professional conduct	To demonstrate the ability to reflect on feedback and respond appropriately and professionally.	Supervision Formal and informal feedback Half-way/final report meetings	Observation and discussion Acting upon feedback given in an appropriate way		

Appendix 9

MOVING AND HANDLING SKILLS DEVELOPMENT RECORD				
Student Name:				
Date	Moving and Handling Activity e.g. Transferring patient (above knee amputation) from bed to chair using a transfer board	Location e.g. Ward	Student responsibility and activity duration e.g. Observation of OT educator assisting service user with transfer – 10 mins	Educator initials and designation

MOVING AND HANDLING LEARNING OBJECTIVES RECORD

Student Name:

Date set	Moving and Handling related learning objectives (written in SMART format) and Action Plan (how you are going to achieve your objective)	Date achieved
	<p>Learning Objective:</p> <p>Action Plan:</p>	
	<p>Learning Objective:</p> <p>Action Plan:</p>	
	<p>Learning Objective:</p> <p>Action Plan:</p>	
	<p>Learning Objective:</p> <p>Action Plan:</p>	

Appendix 10: Protocol for tutorial support during placement

Practice placements 1-4 (All programmes from 2016 cohort)

By the end of week 1: Placement Lead or Practice educator (university) to make initial contact with students and placement educators (separately) to see how the placement is going and to advise on the various support mechanisms available from the university.

Placement lead/practice educator (university) to arrange to either telephone or visit the students who have requested support as a result of this email communication or other correspondence. If the student is at risk of failing the placement, Placement lead/Practice educator to advise on implementation of the Risk of Failure protocol, as outlined in appendix 14.

In all other cases where a visit/telephone call has not been deemed essential, the placement lead/practice educator/programme lead will decide as to who to visit during this round of placements. Practice educator (university) to make contact with these students and educators advising that they will be visited during this placement.

All students will be visited at least once during the programme. Practice educator (university) will have a system to ensure that all students will be visited at least once, more if needed.

NB: This process will not apply to role emerging placement as these students will be continued to be visited. The placement contact tutorial is an opportunity for the student and placement educator to review the placement experience, seek support, ask questions and gain further advice and feedback as appropriate. It is an opportunity to review the student's assessment progress and identify recommendations for further development. One visit is all that is required, however if there are areas of concern identified, subsequent visits can be arranged after consultation with the Practice Placement Lead or Practice Educator. The halfway tutorial contact tutor monitoring form which is filled out by the visiting tutor and inputted onto Moodle can be found in appendix 11.

Theory underpinning practice/professional reasoning			
Expected developments for 2 nd half of placement	PPE/student halfway feedback session: <input type="checkbox"/> Yes <input type="checkbox"/> No		
Identified HCPC (2012) CPD activities	<input type="checkbox"/> Subject identified <input type="checkbox"/> Consent gained		
Hours/absence/study time	Hours:	Absence:	Study Time: <input type="checkbox"/> Half day weekly <input type="checkbox"/> Full day fortnightly <input type="checkbox"/> Other:
Moving and Handling Experience	<input type="checkbox"/> Reflected in learning outcomes: <input type="checkbox"/> Using the moving and handling log:		
Any further comments:			
Potential or actual issues or concerns which may impact on student, educator and/or the placement experience			
Potential or actual issues or concerns raised within the halfway contact: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Initiation of danger of failure procedure:			
Signed:	Date:		

Appendix 12

Student Placement Evaluation Form - Please complete on PEMS

Logged in as: (Programme) (Cohort)

Complete the evaluation form for every placement that you attend

Complete the form for the following Placement

Organisation (Placement)

The dates of the placement were (Dates)

Evaluation of your placement

Pre-placement

I received adequate information about this placement in relation to travel, geography, personnel etc. from the PEMS portal.

Yes

No

Please comment on any other information that would have been useful.

It was easy to contact my practice educator prior to my placement.

Yes

No

Induction

I had a timely induction with my practice educator in which we discussed how to achieve the learning outcomes for the placement.

Yes

No

Please comment on any other information that would have been useful.

My induction included health and safety information

Yes

No

Please comment on any other information that would have been useful.

I was supported by the practice educator to set appropriate goals in my learning contract.

Yes

No

Please comment on anything else that would have been useful.

Support from practice educator

My practice educator helped me to integrate knowledge into my practice

Yes No

Please comment on anything else that would have been useful.

I received regular feedback about my learning needs and achievements from my practice educator(s)

Yes No

Please comment on anything else that would have been useful.

I was encouraged by my practice educator to reflect on my practice experience

Yes No

The support I had to facilitate my learning was appropriate to my stage of education

Yes No

Please comment on anything else that would have been useful.

I was given guidance and opportunities to focus on the care of specific patients/service users/clients/carers in a caseload appropriate to my stage of learning.

Yes No

Where appropriate, I was able to work independently.

Yes No

The types of conditions I encountered matched my expectations.

Yes No

Please comment on anything else that would have been useful.

I was given the opportunity to gain experience of inter-professional team working

Yes No

Please comment on anything else that would have been useful.

Preparation for this placement

I felt well prepared for this practice placement by the general information provided within the academic setting.

Yes No

Please comment on any other information that would have been useful.

Theoretical preparation within the University was relevant to this placement.

Yes No

Please comment on anything else that would have been useful.

Practical skill preparation within the University was relevant to this placement.

Yes No

Please comment on anything else that would have been useful.

There were aspects of this placement experience I felt unprepared for.

Yes No

Please comment on any experiences and specific details of what part of the placement you felt unprepared for.

Support from the University

I received the support I needed from university staff during the placement

Yes No

The placement visit by the university lecturer was constructive

Yes No Visit not undertaken

Please comment on any other support that would have been useful.

I was able to share my placement experiences with students from the same or other disciplines

Yes No

Final assessment

The halfway and final assessment discussions were constructive in helping me to plan improvements in my future performance

Yes No

Please comment on any other information that would have been useful.

My learning needs were met on this placement

Yes

No

Please comment on anything else that would have been useful.

I felt able to offer constructive feedback about my experience of the placement to my practice educator

Yes

No

Comments

Please make any comments on what went well or any issues encountered here

What was the most beneficial aspect of this learning experience?

What was the least beneficial aspect of this learning experience?

If you require help, or have any problems with this site, please contact

practiceplacements@essex.ac.uk

School of Health and Social Care, Wivenhoe Park, Colchester, Essex, CO4 3SQ, UK

Telephone: +44 (0)1206 874312/874974

Appendix 13

Placement Educator Evaluation Form – Please complete on PEMS

Logged in as:

Please complete the form for the following placement

Organisation (Placement)

The dates of the placement were (Dates)

Evaluation of the placement

Pre-placement

I received sufficient notice that I would be supervising a student and adequate information about this placement from the University of Essex.

Yes

No

Please comment on any other information that would have been useful.

My allocated student contacted me/ the placement area prior to the placement

Yes

No

Induction

The student has had a timely initial induction which included health and safety information.

Yes

No

The student was able to inform me of the learning outcomes they anticipated working towards during the placement.

Yes

No

I was able to meet with the student at the beginning of the placement to discuss how they could achieve the learning outcomes for the placement.

Yes

No

Please comment on anything else that would have been useful.

I had a clear understanding of the requirements for the student's practice assessment

Yes

No

Please comment on any other information that would have been useful.

Support from the University of Essex

I know how and when to contact the University of Essex placement lead if I need support

Yes

No

Please comment on anything else that would have been useful.

I feel adequately prepared to undertake the role of practice assessor

Yes

No

Please comment on anything else that would have been useful.

Please state when and where you last undertook practice educator training.

I find the University of Essex Practice Education Management System (PEMS) a useful means of accessing information

Yes

No

Please comment on anything else that would have been useful.

I feel I received the support I needed from university staff during the placement

Yes

No

None needed

I feel the student received the support they needed from university staff during the placement

Yes

No

None needed

The placement visit by the university lecturer was constructive

Yes

No

Visit not undertaken

Please comment on any other support that would have been useful.

Preparation for this placement

The student was adequately prepared to commence the placement.

Yes

No

Please comment on anything else that would have been useful.

The student had adequate theoretical knowledge relevant to this placement.

Yes

No

Please comment on anything else that would have been useful.

The student had adequate practical skills for this placement.

Yes

No

Please comment on anything else that would have been useful.

There were aspects of this placement experience I felt the student was unprepared for.

Yes

No

Please comment on any experiences and specific details of what part of the placement you felt the student was unprepared for.

Final assessment

The halfway and final assessment discussions were constructive in helping me to reflect on my role as an educator and plan improvements in my future performance

Yes

No

Please comment on anything else that would have been useful.

Overall, I found supporting this student a positive experience

Yes

No

Please make any comments on what went well or any issues encountered here

Appendix 14

See page 57 for University of Essex Risk of Failure process and guidance

Pre-registration Practice Education Risk of Failure Form

This form is an official record of the under-performance of a pre-registration health student. It is completed by the placement educator in discussion with the university and the student. The use of the form signifies the failure of the student to perform at a satisfactory level, which, if improvement is not demonstrated, is likely to result in the student failing the placement. The form outlines the areas of poor performance and is used to create an action plan to assist the student in improving their performance to the required level. A copy of this form is given to the student, the placement educator and the university lecturer. A copy must be given to the placement administration team for confidential storage in the student’s placement file. Educator copies must be treated as confidential documents and must be destroyed when the student finishes the placement.

Student		Date	
Programme of Study		Level/Type of Placement	
Placement Educator		Placement Speciality	
Placement Locality, i.e. trust, hospital		University Lecturer (if present)	
Indicators of poor performance: (these must be aligned with the relevant placement learning outcomes)			
Safe practice			
Effective practice			
Informed practice			
Occupational focused practice			
Professional conduct			

Student and date (cont.)	
Objectives to be achieved by first review: (these should include what action will be taken and how success will be demonstrated)	
Objective 1	
Objective 2	
Objective 3	
Objective 4	
Objective 5	
Date of Review: (Usually 1 week after this form is completed and then weekly until student is performing at the required level or has failed the placement).	

The university have been informed of engagement in the process	Tutors name	Signature (of who informed the university)	Date

Signature of Student	
Signature of Practice Educator	
Signature of University Lecturer (if present)	

Appendix 15

Pre-registration Practice Education Risk of Failure Review Form

This form is completed by the placement educator in discussion with the university and the student. The use of the form acts as an official record of the review of the performance of a failing student. The student, the placement educator and the University must be provided with copies of this form. The **original or a copy** must be given to the placement administration team for confidential storage in the student's placement file. Educator copies must be treated as confidential documents and must be destroyed when the student finishes the placement.

Student		Date	
Programme of Study		Level/Type of Placement	
Placement Educator		University Lecturer (if present)	
Current student performance in relation to the indicators of poor performance identified on the original risk of failure form dated:			
Progress on Safe practice			
Progress on effective practice			
Progress on informed practice			
Progress on Occupation focused practice			
Progress on Professional conduct			
Current student performance in relation to the objectives to be achieved identified on the original risk of failure form/last review form dated:			
Progress on Objective 1			
Progress on Objective 2			
Progress on Objective 3			

Progress on Objective 4	
Progress on Objective 5	
Summary of student's current level of performance:	
Student and date (cont.)	
Recommended Further Action:	
Is the student now passing the placement? YES NO (If yes the student can be signed off from the risk of failure process below)	
Has the student now failed the placement? YES NO (If yes sign off this form below and complete placement assessment documentation indicating failure of the placement). If you need any assistance/advice please ring Louise Andrews 01206 874312	
Is the student still on a risk of failure? YES NO (If yes indicate objectives to be met by next review, set review date and sign off below)	
Objectives to be achieved by next review:	
Objective 1	
Objective 2	
Objective 3	
Objective 4	
Objective 5	
Date of Review: (Reviews should usually be undertaken weekly until student is performing at the required level or has failed the placement)	

Signature of Student	
Signature of Practice Educator	
Signature of University Lecturer (if present)	

PDSA Plan

Summary of idea	In BRIEF, describe your Service Improvement Idea? (approximately 100 words)
AIMS	<ul style="list-style-type: none"> • What do we want to achieve? • What is preventing us from achieving it? • How much benefit do we expect to get from our improvement?
<p>Problems: (What is the problem you have identified?)</p> <p>Root causes: (What are the various reasons for this problem?- link to Fishbone diagram if necessary)</p> <p>Aims: (What are we trying to achieve?)</p> <p>Expected quantity of benefits: (How will this help? Quantity/Quality)</p>	
MEASUREMENTS	What are we going to measure? Please include a separate measurement plan with more detail and any check sheets or templates to be used in collecting measurement data.
CHANGES	<ul style="list-style-type: none"> • What are we going to try? • Who is going to do what, when (please include a Gantt chart if required)? • What else do we need to get in order to try our idea?
OTHER	Do we need a roll-back plan? Who else (stakeholders) might be affected by our changes?

Things you may need to consider:

Process analysis and redesign

- As Is process map
- ID – waste, variation, bottlenecks
- Root cause diagram
- To Be process map

Impact analysis

- Stakeholder map and plan
- SIPOC

Implementation planning

- Business case
- Benefits map
- Gantt chart
- Measurement plan
- Roll-back plan

Measurement Plan

General Information	<ul style="list-style-type: none"> • Improvement name and summary. • Purpose of measurement: what do we want to know? (root cause, validation, sustainability, spread). • How often and for how long will the measurement happen?
SELECT	<ul style="list-style-type: none"> • What set of measurements will be done? <ul style="list-style-type: none"> ○ Direct or indirect (if indirect, how will measuring this tell us what we want to know). • Are quality and quantity measurements included in the set? • Please include selection matrix if required.
DEFINE	<ul style="list-style-type: none"> • What operational definitions have been agreed? • How will we ensure that different people will measure things the same way?
SAMPLING	<ul style="list-style-type: none"> • Is the process stable enough to use sampling? • How certain do we need to be?
WHO / BIAS	<ul style="list-style-type: none"> • Who will do the measuring and how will bias be minimized?
CHECKSHEETS / TEMPLATES	Please show copies of any check sheets and templates to be used to record the measurements.

VALIDATE

- How has the measurement been validated?

Checklist 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**
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. SWAIN analysis completed, signed and dated.**
- 3. Practice Education Placement Student Induction Record**
- 4. Placement learning contract completed**
- 5. Part 1 – Professional conduct completed**
- 6. Part 2 – Professional practice areas Half way assessment and final assessment forms completed.**
- 7. All relevant boxes with final pass/fail mark completed on Assessment summary page including overall Pass or Fail**
- 8. Educator completed general comments box on assessment summary page and both student and educator must sign and date**
- 9. Attendance record completed**
Note: This should be completed whether you have had any absence 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.**