



University of Essex

Practice Placement Handbook

Academic Year 2023/24

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

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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 learners 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 learners.

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 learner 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,
Telephone: 01206 874312 or 874974,
Email: practiceplacements@essex.ac.uk or hscplacements@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:

Tracey Williams-Macklin
Director of Practice Partnerships
School of Health and Social Care
University of Essex
Wivenhoe Park
Colchester
CO4 3SQ
T 01206 873065
E tswill@essex.ac.uk

Practice Placement Strategy

This strategy provides an overview of the MSc and BSc (Hons) Occupational Therapy programmes (full-time [F/T] and apprentices) 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 learners. Maintaining the quality of practice education requires a working partnership between the University of Essex and placement providers.

All learners will experience four different practice placements during their studies 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 learners 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. learners may undertake this type of placement individually or as a shared experience with a peer. This type of placement can challenge learners to develop a strong sense of professional identity. Learners 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 learners' 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 learners 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, learners have the 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 learner confidence, care is taken to ensure that the experiences of the individual learner 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 learner's skills, performance, and development needs.

Reflective space ensures that learners 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. Learners can also expect to access available services in Hertfordshire, Suffolk, Cambridgeshire, and the fringes of London. Learners 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.

Learners 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 organized and allocated by the University of Essex Practice Placement team. There are accepted placement provision protocols negotiated with service providers across the region and learners 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.

Placements 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 learners will be allocated their placement information from the placement administrative database only after the learner has successfully completed the relevant pre-placement requirements i.e., mandatory training for both online and practical elements.

Learners are expected to plan 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 (Help may be available for non-apprenticeship learners via the Learning Support Fund (see page 59). 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 “failure” 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 and 3-year full time BSc (Hons) programme, all with practice placements of 4-, 6-, 8- and 10-weeks duration.
- BSc (Hons) apprenticeship pathway demonstrates prior learning equivalent of practice placement one - EXPLORE for entry on to the programme, followed by 6, 8, 10-week placements undertaken on-programme.

Teaching and learning approaches

Learners 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 learners to translate their learning from the academic setting to the practice setting and throughout placements. Placements are selected and allocated based on the learner's learning requirements, amongst other factors. CPD occurs throughout placements and is an important part of the placement experience.

Learner evidence of learning and Continuing Professional Development (CPD)

Placement education provides an essential environment for both personal and professional development from learner to competent practitioner, enabling the learner to utilise available experiences and resources to inform their learning. Throughout the placement the learner will collect both formal and informal evidence of learning using 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 learner with a variety of tools to aid supervision and reflection processes. It is strongly recommended that the learner has opportunity through formal and informal supervised practice to reflect on practice placement experiences. Learners 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 07/08/21]

The following provides examples of work-based activity guidance:

Case study

Learners 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 learner professional reasoning processes at an appropriate level for stage of training.

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

Learners 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 learners 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, learners are expected to undertake a small-scale service improvement analysis and planning activity from an idea they have had during **one** of their placements. Learners 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 learners' education are being asked to facilitate this process as much as possible. It is recommended that learners utilise the placement education Open access (MoodleX) site with a copy of a completed PDSA pro-forma or other relevant paperwork. The learner 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, learners on the BSc programme and the apprenticeship will be required to identify and complete a service improvement project whilst on their penultimate placement (Lead - embedded within module HS276 and HS806). Learners within the MSc programme should complete a service improvement project within **one** of their 4 placements. The project will be documented in a format deemed to be appropriate to the project. Further information can be found on the HSC Service improvement Moodle page. Depending on the project, learners 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.

Learners could use the PDSA form to reflect on their learning (see appendix 16)

Academic year 2023-2024

Placement Dates	Placement	No. of Weeks	Programme route	Level
23/10/23-15/12/23	3 Lead	8	MSc 2022	7
06/11/23-15/12/23	2 Initiate	6	BSc F/T 2022	5
20/11/23-15/12/23	1 Explore	4	MSc 2023	4
08/01/24-16/02/24	2 Initiate	6	BSc Apprenticeship 2023	5
15/01/24-22/03/24	4 Manage	10	BSc F/T 2021	6
22/01/24 – 29/03/24	4 Manage	10	BSc Apprenticeship 2022	6
26/02/24-22/03/24	1 Explore	4	BSc F/T 2023	4
22/04/24-14/06/24	3 Lead	8	BSc F/T 2022	5
29/04/24-07/06/24	2 Initiate	6	MSc 2023	7
27/05/24-19/07/24	3 Lead	8	BSc Apprenticeship 2023	5
24/06/24-30/08/24	4 Manage	10	MSc 2022	7

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 learners 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 master's level unless there is an academic component assessing the learners 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 learner 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)

2023-24					Year	Timetabled teaching	
Date (w/c)	Week	2023 cohort		2022 cohort		Occupational Therapy Modules	
25-Sep	52			HS859			
02-Oct	1	Welcome Week		HS859		HS892 Foundations for occupational therapy 1 Mon, Wed Thursday	
09-Oct	2	HS892	HS858	HS859		Friday	
16-Oct	3	HS892	HS858	Reading week		HS893 Occupational performance and process 1 Tuesday	
23-Oct	4	HS892	HS858	HS898 (PP3)	HS859	Thursday	
30-Oct	5	HS892	HS858	HS898 (PP3)	HS859	Friday	
06-Nov	6	HS892	HS858	HS898 (PP3)	HS859	HS894 Advancing professional practice 1 Tuesday	
13-Nov	7	HS892	HS858	HS898 (PP3)	HS859	Wednesday	
20-Nov	8	PP1		HS898 (PP3)	HS859	Thursday	
27-Nov	9	PP1		HS898 (PP3)	HS859	Monday	
04-Dec	10	PP1		HS898 (PP3)	HS859	HS895 Mastering occupation 2 Wednesday	
11-Dec	11	PP1		HS898 (PP3)	HS859		
18-Dec	12	Holiday		Holiday		HS896 The thinking therapist 2 Monday	
25-Dec	13	Holiday		Holiday		Tuesday tbc	
01-Jan	14	Reading week		Reading week		HS892 Practice Placement 1 EXPLORE 1	
08-Jan	15	HS893	HS810/HS858	HS895	HS859	HS897 Practice Placement 2 INITIATE 1	
15-Jan	16	HS893	HS810/HS858	HS895	HS859	HS898 Practice Placement 3 LEAD 2	
22-Jan	17	HS893	HS810/HS858	HS895	HS859	HS899 Practice Placement 4 MANAGE 2	
29-Jan	18	HS893	HS810/HS858	HS895	HS859	Interprofessional modules	
05-Feb	19	HS893	HS810/HS858	HS895	HS859	HS810 Interprofessional collaboration and development 1 Mondays	
12-Feb	20	HS893	HS810/HS858	HS895	HS859	HS858 Research in Healthcare 1 Tuesdays	
19-Feb	21	HS893	HS810/HS858	HS895	HS859	HS859 Research Activity 2 To be agreed	
26-Feb	22	HS893	HS810/HS858	HS895	HS859		
04-Mar	23	HS893	HS810/HS858	HS895	HS859		
11-Mar	24	HS893	HS810/HS858	HS895	HS859		
18-Mar	25	HS893	HS810/HS858	HS895	HS859		
25-Mar	26	HS893	HS810/HS858	HS859			
01-Apr	27	HS893		HS859			
08-Apr	28	Holiday		Holiday		25-26 Dec Christmas Holiday	
15-Apr	29	Holiday		Holiday		29-Mar Fri Good Friday	
22-Apr	30	HS858		HS896	HS859	01-Apr Mon Easter	
29-Apr	31	HS897(PP2)		HS896	HS859	06-May Mon May Day	
06-May	32	HS897(PP2)		HS896	HS859	27-May Mon Late May	
13-May	33	HS897(PP2)		HS896	HS859	26-Aug Mon August bank holiday	
20-May	34	HS897(PP2)		HS896	HS859		
27-May	35	HS897 (PP2)		HS896	HS859		
03-Jun	36	HS897(PP2)		HS896		Term dates	
10-Jun	37	HS894		HS896			
17-Jun	38	HS894		Holiday			
24-Jun	39	HS894		HS899 (PP4)			
01-Jul	40	HS894		HS899 (PP4)			
08-Jul	41	HS894		HS899 (PP4)			
15-Jul	42	HS894		HS899 (PP4)			
22-Jul	43	HS894		HS899 (PP4)			
29-Jul	44	HS859		HS899 (PP4)			
05-Aug	45	HS859		HS899 (PP4)			
12-Aug	46	Holiday		HS899 (PP4)			
19-Aug	47	Holiday		HS899 (PP4)			
26-Aug	48	HS894		HS899 (PP4)			
02-Sep	49	HS894					
09-Sep	50	HS859					
16-Sep	51	Preparation for year 2					

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. You will attend the EXPLORE practice placement as consolidation of the module.

Practice placement: EXPLORE HS891 (embedded within the HS892 Module):

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.

Using Evidence in Healthcare Practice HS858

This module will help you to develop rigorous critical appraisal skills to support evidence-based practice in health care. You will develop a rich understanding of types of evidence in order to apply evidence in practice settings, and to support the skills necessary to find, appraise and organise a body of evidence. The aim of this module is to support you to a level where you can apply evidence to professional practice and are prepared for the research module (HS859/HS776). Importantly we aim to enable you to explore the wide range of on-line learning methods and resources too so that you can embed evidence-based practice into your professional development. In addition, we aim to support you in your decision-making in relation to the dissertation options available to you and how to justify your choice.

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.

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: 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 HS776

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: LEAD HS89

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 also have the opportunity to discover quality monitoring processes and the implications of these in practice.

Mastering occupation HS89

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: MANAGE HS899

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 learner 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.

BSc (Hons) Occupational Therapy (Full-time)

Practice placement education is an integral part of the BSc (Hons) Occupational Therapy programme. Within the spiral curriculum design, learners will apply and develop theoretical and practical profession-specific knowledge, skills, and experiences throughout. Practice placements will offer learners the opportunity to draw upon past experiences and learning 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. Learners 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.

2023-2024

Date (w/c)	Week	BSc Year 1					BSc Year 2					BSc Year 3									
		Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri					
25-Sep	52																				
02-Oct	1	Welcome Week																			
09-Oct	2	HS176	HS140		HS173	HS175		HS272	HS274		HS240	HS340	HS371								
16-Oct	3	HS176	HS140		HS173	HS175	HS240 SDS	HS272	HS274		HS240		HS371								
23-Oct	4	HS176	HS140		HS173	HS175	HS240 SDS	HS272	HS274		HS240		HS371								
30-Oct	5	HS176	HS140		HS173	HS175	HS240 SDS	HS272	HS274		HS240		HS371								
06-Nov	6	HS176	HS140		HS173	HS175	HS274 (PP2)					HS340	HS371								
13-Nov	7	HS176	HS140		HS173	HS175											HS371				
20-Nov	8	HS176	HS140		HS173	HS175											HS371				
27-Nov	9	HS176	HS140		HS173	HS175											HS371				
04-Dec	10	HS176	HS140		HS173	HS175											HS371	HS372			
11-Dec	11	HS176	HS140		HS173	HS175											HS371	HS372			
18-Dec	12	Christmas Holiday																			
25-Dec	13																				
01-Jan	14																				
08-Jan	15									HS240	HS240										
15-Jan	16	HS176	HS140		HS173	HS175	HS274	HS272			HS240 SDS	HS372 (PP4)									
22-Jan	17	HS176	HS140		HS173	HS175	HS274	HS272		HS240 SDS											
29-Jan	18	HS176	HS140		HS173	HS175	HS274	HS272		HS240 SDS											
05-Feb	19	HS176	HS140		HS173	HS175	HS274	HS272		HS240 SDS											
12-Feb	20	HS176	HS140		HS173	HS175	HS276	HS274		HS276	HS240 SDS										
19-Feb	21	HS176	HS140		HS173	HS175	HS276	HS274		HS276	HS240 SDS										
26-Feb	22	HS176 (PP1)					HS276	HS274		HS276	HS240 SDS										
04-Mar	23						HS276	HS274		HS276	HS240 SDS										
11-Mar	24						HS276	HS274		HS276	HS240 SDS										
18-Mar	25	HS176 (PP1)					HS276	HS274		HS276	HS240 SDS										
25-Mar	26						HS276	HS274		HS276	HS240 SDS										
01-Apr	27						HS276	HS274		HS276	HS240 SDS										
08-Apr	28	Easter Break																			
15-Apr	29																				
22-Apr	30																HS176	HS140		HS173	HS175
29-Apr	31	HS176	HS140		HS173	HS175	HS340 SDS	HS371	HS372		HS374										
06-May	32		HS140		HS173	HS175	HS340 SDS	HS371	HS372		HS374										
13-May	33		HS140		HS173	HS175	HS340 SDS	HS371	HS372		HS374										
20-May	34		HS140		HS173	HS175	HS340 SDS	HS371 SDS	HS372		HS374										
27-May	35		HS140		HS173		HS340 SDS				HS374										
03-Jun	36				HS173		HS340 SDS				HS374										
10-Jun	37				HS173						HS374										
17-Jun	38				HS173		HS276	HS274		HS276		HS374									
24-Jun	39				HS173		HS276	HS274		HS276		HS374									
01-Jul	40	Summer Break																			
08-Jul	41																				
15-Jul	42																				
22-Jul	43																				
29-Jul	44																				
05-Aug	45																				
12-Aug	46																				
19-Aug	47																				
26-Aug	48																				
02-Sep	49																				
09-Sep	50																				
16-Sep	51																				

BSc (Hons) Occupational Therapy - Full-time

YEAR 1 - Level 4:

HS140 Professional and Interprofessional Skills for Practice - 30 credits

This is the first inter-professional module and brings together Occupational Therapy students from the School of Health & Social Care (HSC) and Physiotherapy students from the School of Sport, Rehabilitation and Exercise Science (SRES) for some sessions. The module will provide the opportunity to explore and develop understanding of professional and interprofessional working in health and social care environments. The module will also address the foundation skills that underpin practice as an allied health professional. Learners will be introduced to the continuing professional development requirements of the regulatory body, Health and Care Professions Council, which will enable them to start the process of reflecting upon and planning their ongoing development.

HS173 Informing Sciences - 30 credits

This module is designed to introduce learners to the basic sciences that inform professional practice. Drawing on their previous experiences' learners will develop their knowledge base of anatomy and physiology, psychology, and sociology to understand health, ill health and wellbeing.

They will examine relevant theoretical concepts and classifications in order to explore the biopsychosocial impacts on health, ill health and wellbeing.

HS175 Engagement in Occupation - 30 credits

This module will introduce learners to the core knowledge and skills of occupational therapy enabling them to develop an understanding of the occupational nature of human beings. Learners will explore how people engage in their occupations and identify the influences on their performance of occupations. They will draw on their experiences to develop an understanding of the occupational nature of human beings and the theoretical framework that underpins occupational therapy.

HS176 Concepts of Therapy - 30 credits

This module is designed to focus specifically on the practice and skills required for occupational therapy. It will enable learners to develop an understanding of the relative role, value, and impact of therapy. They will complete required online and practical mandatory training sessions to prepare for and undertake their first practice placement. This module will support learners to develop their understanding of and application of skills in an area specific to occupational therapy practice.

YEAR 2 - Level 5

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 development of learner understanding of research will be facilitated through the use of practical experience in collecting and handling a variety of data. The implications of the nature and overall quality of professional research literature as potential 'evidence' to inform practice will be considered.

HS272 Professional Reasoning - 30 credits

All health professionals are required to demonstrate sound decision-making skills in the process of developing appropriate outcomes. This module is designed to introduce and further develop learners understanding of the concepts of reasoning, problem-solving and decision making, in preparation for placement. Learners will develop their professional reasoning within this module and will have opportunities to further develop this reasoning within placement.

HS274 Therapy and Occupation - 45 credits

This module is designed to focus specifically on the practice and skills required for occupational therapy. Learners will draw on previous learning and undertake two practice placements, to further develop their understanding and apply skills in areas specific to occupational therapy practice.

HS276 Leadership in Service Enhancement - 30 credits

All staff within health, social care and other practice settings have a responsibility to contribute to the governance processes in place to ensure the quality, efficiency and effectiveness within current service delivery. Learners will draw on previous learning and placement experiences to develop their leadership skills in relation to enhancing service delivery, within a local and regional context. The skills and learning from this module will be further developed in the next module 'Advancing Occupational Therapy Practice' where learners will extend their knowledge to understand and apply national and international trends and contexts.

YEAR 3 - Level 6

HS340 Professional Enquiry Proposal - 30 credits

This module is designed to extend learners' learning in relation to evidence-based practice and research and culminates in the individual preparation and submission of an in-depth literature review and research proposal. Learners are expected to undertake the work associated with this module in an autonomous fashion, under the supervision of allocated supervisor. Learners are required to initiate contact with their allocated tutor in order to facilitate this supervision process.

HS371 Advancing Occupational Therapy Practice - 30 credits

The contemporary practice context for the occupational therapy profession is constantly evolving. Legislation, policy, research evidence and ethics shape and change the profession overtime, as well as at times presenting new opportunities in terms of the way the profession works and/or who we work with. It is therefore essential that you are equipped with the knowledge and skills to work as a pro-active and innovative professional who can respond to the context in which you work. Within this module, you will draw upon the learning gained during 'Working in partnership to lead and enhance practice' module and practice placements, to further develop your understanding of the legal, political and cultural contexts in which occupational therapy practice occurs.

This module will enable you to draw upon previous learning and placement experiences to extend your understanding of the national and international influences upon occupational therapy practice. You will apply your learning by identifying and developing a critical occupational perspective for an innovative sustainable community project to address the impact of occupational disruption.

HS372 Becoming a Practitioner - 30 credits

This module including the final placement will require you to manage your own learning and consolidate skills for practice. Practice placement - Manage 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 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. You will be required to share your knowledge and skills reflecting on areas for further development. You will demonstrate your learning as you progress through the placement using the placement assessment document and summarise your achievements using a continuing professional development activity (HCPC, 2012) which has been agreed and negotiated with your educator.

HS374 Transition from Student to Occupational Therapist - 30 credits

This final module provides opportunities to explore the concepts of the transformative process from competent student to novice occupational therapy practitioner. You will consolidate your learning over the duration of the programme, from both a theoretical and practical perspective, in order to prepare for employment as an Occupational Therapist.

BSc (Hons) Occupational Therapy (Apprenticeship)

Practice placement education is an integral part of the BSc (Hons) Occupational Therapy apprenticeship programme. Within the spiral curriculum design, learners will apply and develop theoretical and practical profession-specific knowledge, skills, and experiences throughout. Practice placements will offer learners the opportunity to draw upon past experiences and learning 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. Learners on the programme will undertake a maximum of 150 hours in practice through the completion of Accreditation of Prior [Experiential] Learning (AP[E]L) and three practice placements.

Placements are of increasing duration ranging through 6, 8 to 10 weeks with incremental levels of responsibility expected as professional skills and knowledge advance. The first and second placements of the apprenticeship are aligned with the second and third placements of BSc full-time OT programme assessed at level 5 and final placement at level 6.

BSc (Hons) Occupational Therapy (Apprenticeship – 2-year OT pathway)

Level 4

Evidence of prior learning demonstrated equivalency prior to entry to apprenticeship

Year 1 - Level 5

HS801 Professional reasoning in practice - 30 credits

Within this module, learners are introduced to the theory and practice of professional reasoning. Learners 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. Learners will be expected to justify the process of their reasoning to reach appropriate outcomes.

HS805 Developing professional skills through therapy and occupation - 45 credits

This module is designed to focus specifically on the practice and skills required for occupational therapy. Learners will draw on previous learning and undertake Practice Placements 2 INITIATE and 3 - LEAD, to further develop learners understanding and apply skills in areas specific to occupational therapy practice with accompanying skills portfolio.

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.

HS806- Working in partnership to lead and enhance practice - 30 credits

All staff within health, social care and other practice settings have a responsibility to contribute to the governance processes in place to ensure the quality, efficiency, and effectiveness within current service delivery. You will draw on previous learning and placement experiences to develop your leadership skills in relation to enhancing service delivery, within a local and regional context. The skills and learning from this module will be further developed in the next module 'Advancing Occupational Therapy Practice' where you will extend your knowledge to understand and apply national and international trends and contexts.

Year 2 - Level 6

HS807- Advancing Practice: Occupational perspectives in diverse communities - 30 credits

The contemporary practice context for the occupational therapy profession is constantly evolving. Legislation, policy, research evidence and ethics shape and change the profession overtime, as well as at times presenting new opportunities in terms of the way the profession works and/or who we work with. It is therefore essential that you are equipped with the knowledge and skills to work as a pro-active and innovative professional who can respond to the context in which you work. Within this module, you will draw upon the learning gained during 'Working in partnership to lead and enhance practice' module and practice placements, to further develop your understanding of the legal, political, and cultural contexts in which occupational therapy practice occurs.

HS340 - Professional enquiry – Research in practice - 30 credits

This module is designed to extend learners' 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. Learners are expected to undertake the work associated with this module in an autonomous fashion, under the supervision of allocated supervisor. Learners will be expected to present the implications to practice of their proposal at an inter-professional conference at the end of the module.

HS808 - Becoming a Practitioner: Professional skills - 30 credits

This module including the final placement will require you to manage your own learning and consolidate skills for practice through a skills portfolio. Practice placement 4 MANAGE 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 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 learner to therapist. You will be required to share your knowledge and skills reflecting on areas for further development. You will demonstrate your learning as you progress through the placement using the placement assessment document and summarise your achievements using a continuing professional development activity (HCPC, 2012) which has been agreed and negotiated with your educator.

HS809 - The Autonomous Practitioner - 30 credits

This final module provides opportunities to explore the concepts of the transformative process from competent learner to novice occupational therapy practitioner. You will consolidate your learning over the duration of the programme, from both a theoretical and practical perspective, to prepare for employment as an Occupational Therapist.

Placement Modules:

Module title: Practice Placement: EXPLORE

BSc Placement embedded within HS176

MSc Placement embedded within HS892

Level: 4

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 learner prior to sessions on Pre-registration occupational therapy Placement Moodle page
- Learners to draw upon previous experiences and learning to date to inform their practice placement
- Learners will develop relevant skills for their practice placement setting in line with the assessment criteria
- BSc Occupational therapy learners 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 learner support during the practice placement. The practice educator acts as facilitator; mentor (this is different to the work-based mentor responsibilities for apprentices) and assessor of the learner's development and learning. Where two learners 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 learners 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> [accessed 07/08/21].

Once completed, learners should upload this document to FASer

Educators should email this document to ipladmin@essex.ac.uk

Online resources:

Open Essex (Moodle X) OT placement page:

<https://moodlex.essex.ac.uk/course/view.php?id=39> [accessed 07/08/21]

Access to PEMS: <https://pems.essex.ac.uk/Login.aspx> [accessed 07/08/21]

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 07/08/21]

Indicative reading:

Health and Care Professions Council (HCPC) Continuing Professional Development (CPD) Portfolio & Framework as well as an ongoing professional resource

<https://www.hcpc-uk.org/cpd/> [accessed 28/6/23]

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

Learning Support Fund <https://www.nhsbsa.nhs.uk/learning-support-fund> [accessed 26/06/23] *Apprentices should liaise directly with employers re: Funding support*

Royal College of Occupational Therapists (2021) Professional Standards for Occupational Therapy Practice, Conduct and Ethics as well as an ongoing professional resource <https://www.rcot.co.uk/practice-resources/rcot-publications/downloads/rcot-standards-and-ethics> [accessed 28/6/23]

Skills for health

<http://www.skillsforhealth.org.uk/images/projects/dementia/Dementia%20Core%20Skills%20Education%20and%20Training%20Framework.pdf> [accessed 28/06/23]

Undergraduate Practice Placement: INITIATE

BSc (F/T) Code: Embedded within HS274 – Therapy and Occupation

BSc (Apprenticeship) Code: HS805 – Developing professional practice skills through therapy and occupation

Level: 5

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 learners prior to sessions on Pre-registration occupational therapy Placement Moodle page
- Learners to draw upon previous experiences and learning to date to inform their practice placement
- Learners 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 learner support during the practice placement. The practice educator acts as facilitator; mentor and assessor of the learner's development and learning. Where two learners 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 learners 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 28/6/23]

Indicative reading:

Health and Care Professions Council (HCPC) Continuing Professional Development (CPD) Portfolio & Framework as well as an ongoing professional resource
<https://www.hcpc-uk.org/cpd/> [accessed 28/6/23]

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

Learning Support Fund <https://www.nhsbsa.nhs.uk/learning-support-fund> [accessed 26/06/23] *Apprentices should liaise directly with employers re: Funding support*

Royal College of Occupational Therapists (2021) Professional Standards for Occupational Therapy Practice, Conduct and Ethics as well as an ongoing professional resource
<https://www.rcot.co.uk/practice-resources/rcot-publications/downloads/rcot-standards-and-ethics> [accessed 28/6/23]

Skills for health

<http://www.skillsforhealth.org.uk/images/projects/dementia/Dementia%20Core%20Skills%20Education%20and%20Training%20Framework.pdf> [accessed 28/06/23]

Post-graduate Practice Placement: INITIATE

MSc Code: HS897

Level: 7

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:

- Critically evaluate sources of knowledge, evidence, and information for practice in a specific setting
- Use critical 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
- Critically apply and critically 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 learners prior to sessions on Pre-registration occupational therapy Placement Moodle page
- Learners to draw upon previous experiences and learning to date to inform their practice placement
- Learners 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 learner support during the practice placement. The practice educator acts as facilitator; mentor and assessor of the learner's development and learning. Where two learners 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 learners 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 28/6/23]

Indicative reading:

Health and Care Professions Council (HCPC) Continuing Professional Development (CPD) Portfolio & Framework as well as an ongoing professional resource <https://www.hcpc-uk.org/cpd/> [accessed 28/6/23]

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

Learning Support Fund <https://www.nhsbsa.nhs.uk/learning-support-fund> [accessed 26/06/23] *Apprentices should liaise directly with employers re: Funding support*

Royal College of Occupational Therapists (2021) Professional Standards for Occupational Therapy Practice, Conduct and Ethics as well as an ongoing professional resource <https://www.rcot.co.uk/practice-resources/rcot-publications/downloads/rcot-standards-and-ethics> [accessed 28/6/23]

Skills for health

<http://www.skillsforhealth.org.uk/images/projects/dementia/Dementia%20Core%20Skills%20Education%20and%20Training%20Framework.pdf> [accessed 28/06/23]

Undergraduate Practice Placement: LEAD

BSc (F/T) Code: Embedded within HS274 Therapy and Occupation

BSc (apprenticeship) Code: HS805 – Developing professional practice skills through therapy and occupation

Level: 5

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 learners prior to sessions on Pre-registration occupational therapy Placement Moodle page
- Learners to draw upon previous experiences and learning to date to inform their practice placement
- Learners 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 learner support during the practice placement. The practice educator acts as facilitator; mentor and assessor of the learner's development and learning. Where two learners 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 learners 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 28/6/23]

Indicative reading:

Health and Care Professions Council (HCPC) Continuing Professional Development (CPD) Portfolio & Framework as well as an ongoing professional resource <https://www.hcpc-uk.org/cpd/> [[accessed 28/6/23](#)]

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

Learning Support Fund <https://www.nhsbsa.nhs.uk/learning-support-fund> [[accessed 26/06/23](#)] *Apprentices should liaise directly with employers re: Funding support*

Royal College of Occupational Therapists (2021) Professional Standards for Occupational Therapy Practice, Conduct and Ethics as well as an ongoing professional resource <https://www.rcot.co.uk/practice-resources/rcot-publications/downloads/rcot-standards-and-ethics> [[accessed 28/6/23](#)]

Skills for health

<http://www.skillsforhealth.org.uk/images/projects/dementia/Dementia%20Core%20Skills%20Education%20and%20Training%20Framework.pdf> [[accessed 28/06/23](#)]

[\[accessed 07/08/21\]](#)

Post-graduate Practice Placement: LEAD

MSc Code: HS898

Level: 7

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
- Critically 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 learners prior to sessions on Pre-registration occupational therapy Placement Moodle page
- Learners to draw upon previous experiences and learning to date to inform their practice placement
- Learners 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 learner support during the practice placement. The practice educator acts as facilitator; mentor and assessor of the learner's development and learning. Where two learners 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 learners 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 28/6/23]

Indicative reading:

Health and Care Professions Council (HCPC) Continuing Professional Development (CPD) Portfolio & Framework as well as an ongoing professional resource <https://www.hcpc-uk.org/cpd/> [accessed 28/6/23]

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

Learning Support Fund <https://www.nhsbsa.nhs.uk/learning-support-fund> [accessed 26/06/23] *Apprentices should liaise directly with employers re: Funding support*

Royal College of Occupational Therapists (2021) Professional Standards for Occupational Therapy Practice, Conduct and Ethics as well as an ongoing professional resource <https://www.rcot.co.uk/practice-resources/rcot-publications/downloads/rcot-standards-and-ethics> [accessed 28/6/23]

Skills for health

<http://www.skillsforhealth.org.uk/images/projects/dementia/Dementia%20Core%20Skills%20Education%20and%20Training%20Framework.pdf> [accessed 28/06/23]

Module title: Practice Placement: MANAGE

BSc (F/T) Code: Embedded within HS372 – Becoming a Practitioner

BSc (Apprenticeship) Code: HS808 – Becoming a Practitioner: Professional skills

Level: 6

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 learner/apprentice 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 learners prior to sessions on Pre-registration occupational therapy Placement Moodle page
- Learners to draw upon previous experiences and learning to date to inform their practice placement
- Learners 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 learner support during the practice placement. The practice educator acts as facilitator; mentor and assessor of the learner's development and learning. Where two learners 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 learners 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 28/6/23]

Indicative reading:

Health and Care Professions Council (HCPC) Continuing Professional Development (CPD) Portfolio & Framework as well as an ongoing professional resource <https://www.hcpc-uk.org/cpd/> [accessed 28/6/23]

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

Learning Support Fund <https://www.nhsbsa.nhs.uk/learning-support-fund> [accessed 26/06/23] *Apprentices should liaise directly with employers re: Funding support*

Royal College of Occupational Therapists (2021) Professional Standards for Occupational Therapy Practice, Conduct and Ethics as well as an ongoing professional resource <https://www.rcot.co.uk/practice-resources/rcot-publications/downloads/rcot-standards-and-ethics> [accessed 28/6/23]

Skills for health

<http://www.skillsforhealth.org.uk/images/projects/dementia/Dementia%20Core%20Skills%20Education%20and%20Training%20Framework.pdf> [accessed 28/06/23]

Post-graduate Practice Placement: MANAGE

MSc Code: HS899

Level: 7

Type of Module: Practice placement

Module Hours: 375

Module 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 learner 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.

Aims

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 deep understanding of key factors within the placement setting.

Synthesise theory and practice for effective high level 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 learner support during the practice placement. The practice educator acts as facilitator; mentor and assessor of the learner's development and learning. Where two learners 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 learners 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*
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[accessed 28/6/23]

Indicative reading:

Health and Care Professions Council (HCPC) Continuing Professional Development (CPD) Portfolio & Framework as well as an ongoing professional resource <https://www.hcpc-uk.org/cpd/> [accessed 28/6/23]

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

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Skills for health

<http://www.skillsforhealth.org.uk/images/projects/dementia/Dementia%20Core%20Skills%20Education%20and%20Training%20Framework.pdf> [accessed 28/06/23]

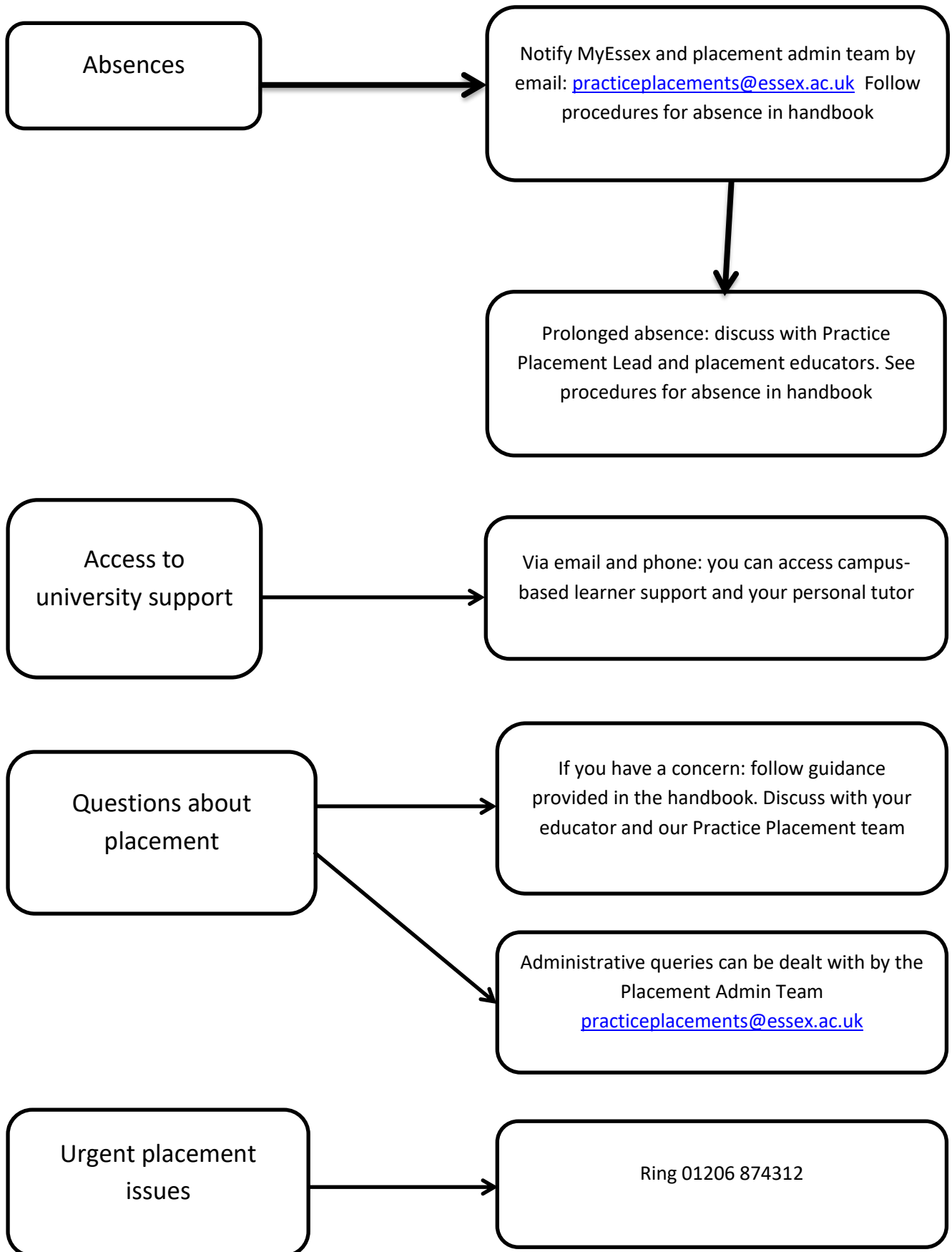
Placement education support

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 learner and their placement providers. Members of the University staff are directly involved in the learners' placement experiences. Close links are fostered between school staff, practice educators, employers, and learners through regular communication. It is essential that the learner 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 accesses to the Placement team, visiting tutor or programme led 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 learner support during placement.

Occupational Therapy Placement contacts at the University of Essex		
Placement administrators	Rachel Rosevear Sacha Allen	practiceplacements@essex.ac.uk 01206 874312 / 872476
HSC Placements Admin	Natasha Lloyd	hscplacements@essex.ac.uk
Placement Absence: Learners should immediately email and complete the official form on My Essex	practiceplacements@essex.ac.uk	Complete the official form on My Essex
Director of Practice Partnerships	Tracey Williams-Macklin Lecturer	tswill@essex.ac.uk 01206 873065
Practice Placement Tutors	Louise Andrews Practice Placement Lead	louisea@essex.ac.uk 01206 874312
	Amie Mellersh-Tett Practice Educator for OT	amie.mellersh-tett@essex.ac.uk 01206 874286
Divisional Lead	Selena Goodchild Senior Lecturer	s.goodchild@essex.ac.uk 01206873847
MSc Programme Lead	Dr Simone Coetzee Senior Lecturer	scoetzee@essex.ac.uk 01206872278
BSc (Hons) Programme Lead	Dr Ellen Adomako Role emerging tutor	ellen.adomako@essex.ac.uk 01206873065
BSc (Hons) Apprenticeship Programme Lead	Erika Kerry	ekerry@essex.ac.uk
Course Tutors	Susan Collins Admissions tutor (BSc)	smvcol@essex.ac.uk 01206872486
	Nikki Williamson Senior Lecturer Apprenticeship Lead for HSC	n.will@essex.ac.uk
	Charlotte Flynn	c.flynn@essex.ac.uk
	Dr Matumo Ramafikeng	m.ramafikeng@essex.ac..uk
	Dr Anna Pettican	anna.pettican@essex.ac.uk
	Emily White	Emily.white@essex.ac.uk
	Zoe Dovaston	Zoe.dovaston@essex.ac.uk

	Alicia Smith	a.smith@essex.ac.uk
	Gemma Carlier	g.carlier@essex.ac.uk

Placement absence Procedure:



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 learners to access. It is the Practice Placement Lead and Practice Educator's role to ensure that the learners 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 learners and educators are emailed a link from the PEMS placement system to complete an online placement evaluation. We ask that learners 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 learner evaluations. Within NHS placement settings the Education Liaison Managers will be reminded that feedback is available two weeks after every placement. Both learner 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 halfway visit will take place within placement 1 and 4 for all learners as a minimum. This tutorial will take place with the learner's personal tutor to discuss the learners' progress. However, educators and learners can contact the Practice Placement Lead, or the visiting tutor anytime should they need support, advice, or guidance. The halfway visit is an opportunity for the learner 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 learner's assessment progress and identify recommendations for further development.

Visits in placement 1 and 4 are 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 learner 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 learner 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 halfway tutorial monitoring form (See Appendix 11). The visiting tutor will evaluate the experience at this stage to ensure that the learner's learning needs are being met and that placement quality standards are maintained.

- Discuss the learning experience with the learner and educator/s individually, followed by a joint discussion if required
- Monitor learning performance by reviewing the learning experience, the learning contract, the assessment process, and supervision notes
- Support the educator through reviewing the learner'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 learner

Placement Educator Continuing Professional Development support

All educators are invited to attend an educator training course prior to taking a learner 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 educator will have the requisite skills and knowledge to effectively support and supervise the learner 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: Learners with additional needs, supervising underperforming learners, 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 learners 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 learner 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 learners 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 learner 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 learner 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 learner 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 learner's interest and desire to find out more about a subject. Hence, it is helpful if learners 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 learner with information about expected rates of progression for patients with specific conditions.
- The placement educator is an important learning resource for the learner. One of their major functions is to help the learner 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 learner names 8 weeks prior to the placement start date. Learners 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 learners following consultation and taking account of individual learner placement needs whenever feasible
- Learners do not have the right to contest their placement allocation on the grounds of, for example travel, time, or financial resources.
- Learner'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.
- Learners 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:
 - Learner details
 - Link to access placement assessment form
 - Placement educator placement evaluation form

On being allocated their placement learners are expected to:

- Send an **introductory email (Appendix 2a) CV (Appendix 2b) and SWAIN individual learning needs forms (Appendix 3)** to their placement educator.
- 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)

Learner preparation for placement

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

Learner Pre-placement preparation

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

Mandatory training

- Basic Life Support – CPR/choking (Online and practical)
- Moving & Handling (Online, theory and practical)
- De-escalation and breakaway (PMVA 1) Practical – completed once during the programme)
- Infection prevention and control (Online)
- Safeguarding Vulnerable Adults, including PREVENT [CHANNEL] (online)
- Safeguarding Children
- Information governance & Records(online)
- Disability awareness (online)
- Risk assessment (online)
- Equality, diversity & human rights (online)
- Health, Safety & Welfare (online)
- Fire safety (online)
- NHS values (online)
- Food hygiene (online)

During the module preceding each practice placement learners 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 learners are deemed fit to practice

Learner support during placement

See page 53 for an overview of general support and Appendix 10 for an overview of the halfway tutorial process.

Post placement processes

- Placement assessment forms are uploaded to FASer by students on the last day of placement (maximum delay of 1 week for submission)
- Placement assessment forms are ratified by the Practice Placement team and marks and hours entered on the assessment data base
- Placement educators and learners complete an evaluation of the placement experience via PEMS
- Learner and placement educator feedback forms are reviewed by the placement team for course evaluation quality monitoring and feedback for learners and placement educators
- Placement educators can access feedback directly via PEMS
- Learners 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 learner should complete a minimum of 1000 hours in practice to achieve professional status. On BSc (F/T) and MSc Pre reg programmes, learners are required to complete 28 weeks of full-time practice learning, of which all will be assessed.

Learners undertaking the BSc pre-registration apprenticeship complete 24 weeks on-programme practice placements and have demonstrated prior learning for up to 150 assessed hours of OT practice equivalent to PP1 – EXPLORE. Based on 37.5 hours per week all learners will exceed the minimum of 1000 hours required.

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

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

Hours of working, weekends, and Public Holidays

Learners 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 to prolong a placement assessment period. A learner may be expected to travel up to 1.5 hours each way to attend placement.

Several NHS trusts operate a seven-day working system and learners 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 learner's other commitments are taken into consideration when allocating placements. If a learner 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) full-time/apprenticeship 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 learners 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 learner 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 learner and the placement educator, based on the expectation that the learner will work 37.5 hours a week, including study time (as above). A practice hours log is kept by each learner 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 learner miss a substantial amount of time within a placement, they will be required to undertake further practice education. If a learner is absent from any specific placement for more than 37.5 hours this may result in the placement being terminated and the learner re-taking the placement later. 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 learner must promptly notify the University of any absence from the placement. Absence reporting is monitored centrally. The official absence form can be found on the learner's My Essex 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

Learners 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. Learners will only be authorized 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 learner is going to be absent from their placement due to ill health or an emergency, 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 My Essex account
- Email the Practice Placement Admin team practiceplacements@essex.ac.uk

As soon as possible in the working day the learner 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 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 learner record. To obtain a self-certification form please email hsoccupationaltherapyadmin@essex.ac.uk

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

Car insurance information

If it is necessary for a learner 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. Learners 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 learners starting their courses on or after 1 August 2017 and is intended to provide supplementary funding for eligible pre-registration healthcare learners 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 learners attending practice placements are available for eligible learners 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 learner for each placement then signed and stamped by a placement administrator; before being sent to the NHS Bursary Unit for processing. It is the learner’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 learner from their LSF account. The claim forms can be accessed and printed off the same way.

Learners 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. Support with the TDAE claim can be sought from hscplacements@essex.ac.uk

Please note: If you are undertaking an apprenticeship, your studies are funded by the Education and Skills Funding Agency. Therefore, you should liaise with your employers in relation to eligible funding.

Accommodation

Accommodation may be available close to a placement and may be arranged through the placement provider or by the learner as appropriate. Learners 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).

Please note: If you are undertaking an apprenticeship, your studies are funded by the Education and Skills Funding Agency. Therefore, you should liaise with your employers in relation to eligible funding.

Professional Indemnity on placement

All pre-registration learners from the University of Essex are required to register as learner members of the Royal College of Occupational Therapists (RCOT), which provides them with the benefit of additional professional liability insurance cover for practice placement education. Apprentices can choose to join as a learner member or as an Associate member. OT learners must be under supervision of a registered Occupational Therapist 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 learner education.

Practice Education contexts are advised to explore their policies and procedures regarding insurance whilst offering learner placements.

Health and Safety on placement

The learner must be inducted into the placement provider organisation or department and must be acquainted with policy and procedures governing safe practice. The learner must always observe these. Learners are required to be always aware of their own personal safety and adhere to service protocols. Infection control procedures within practice settings must be observed. Learners are required to complete the health and safety induction situated in the Practice Assessment Document.

Lone Working

The responsibility for the learner always remains with their placement educator when undertaking lone or community working. The placement educator must satisfy themselves that the learner 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 learner's stage of professional development.

Learners must observe the Professional Standards for Occupational Therapy Practice, always Conduct and Ethics (RCOT 2021) and refer to the placement organisation's policy and procedure specifically regarding risk assessment and safe management strategies for lone working situations.

Learners 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. Learners 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 learners are expected to look neat, clean, and professional always. Learners must be advised of uniform or non-uniform dress code prior to commencing placement and will be expected to always adhere to it. Learners 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. Learners should not wear their uniform in public unless undertaking practice learning activities.

Learners should use their student registration cards as ID while on placement. These should be clearly visible unless this poses a risk to them or the patient.

If learners feel they require additional uniform items they can purchase more, but the University of Essex will not fund it.

Instructions on how to take your measurements, place orders and pay online are on Moodle under Health and Social Care - Information for Current Students – Uniforms. There is a list of order codes to use for each of the different subjects.

Please do contact the Health and Social Care Technicians at hsclabtech@essex.ac.uk if you require any further information relating to uniforms.

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

Learners 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, for learners to acquire and advance their problem-solving skills to identify appropriate outcomes for situations presented in a diverse range of contexts.

Learners 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). Learners 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

Learners are required to be conversant with and adhere to the Professional Standards for Occupational Therapy Practice, Conduct and Ethics (RCOT 2021). Learners are required to be particularly aware of the need to safeguard confidential information. Learners 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 learner 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 learners and placement educators must always act in the service users' best interests and abide by legal and local requirements (RCOT 2021).

Disclosure and Barring Service (DBS)

It is the requirement of all learners applying to study on non-medical health professional programmes to obtain an enhanced disclosure of convictions. This is in accordance with the Safeguarding Vulnerable Groups Act, 2006 (see *UoE Safeguarding Policy, page Resource folder*) *The decision to accept learners on to a course of study lies solely with the University of Essex*, and placement providers can be assured that each learner has an enhanced Disclosure & Barring Service (DBS) check prior to commencement of their first placement. Learners are made aware of the need to disclose any convictions acquired after acceptance on to the course, and any learner 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, learners 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 learner'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 learners, staff, and visitors. Learners are encouraged to disclose to the University of Essex Disability Team in Learner 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 learner with a disability by failing to make a 'reasonable adjustment' when a disabled learner 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 learners and hence learners 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 learners 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 learners 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 learners 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 learner with a disability. This document should be read in conjunction with the *Reasonable Adjustments Procedure* Flowcharts.

Disclosing a disability and/or health condition

Learner responsibilities

Disclosure of a disability and/or health condition is not mandatory but is highly recommended. Disclosure enables the university and practice placement providers to make reasonable adjustments, in line with the Equality Act (2010), to ensure that learners 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 learner seeks support through the learner well-being and inclusivity service (SWIS), Occupational health or the departmental disability liaison officer (DDLO).

If a learner with a disability or health condition chooses not to disclose, the department will not be able to identify and implement adjustments to meet the learner's needs. We therefore encourage disclosure to ensure learners 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 learner discloses to a member of staff within the faculty it is recommended that they advise the learner to seek support from their personal tutor and to recommend for the learner to visit either the SWIS and/or OH teams. They should document this disclosure on the learner's Learner Engagement Activity Portal (LEAP) file for future reference.

Practice staff responsibilities

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

Assessment of needs

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

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

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

Learner support notifications

The recommendations provide an overview of a learner's needs and recommends reasonable adjustments which might be appropriate. The DDLO will work with a nominated person within the learner'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 learner's programme.

Several factors will influence meeting the recommendations made for reasonable adjustment. When deciding how and when to make reasonable adjustments for the learner 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 learner 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 learner 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 learner'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 learner 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 learners 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 learner 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 Learner (learner) Support Services at your campus. Contact details are below:

DDLO: Natalie Cowan
Email: njcowa@essex.ac.uk
Tel: +44 (0)1702 328360 – Southend
(0)1206 876558 – Colchester
Mobile +44 (0)7826 993806

Divisional DDLO: Selena Goodchild
Email: s.goodchild@essex.ac.uk
Tel: (0) 1206 873847 Tel: +44

Student (learner) 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>

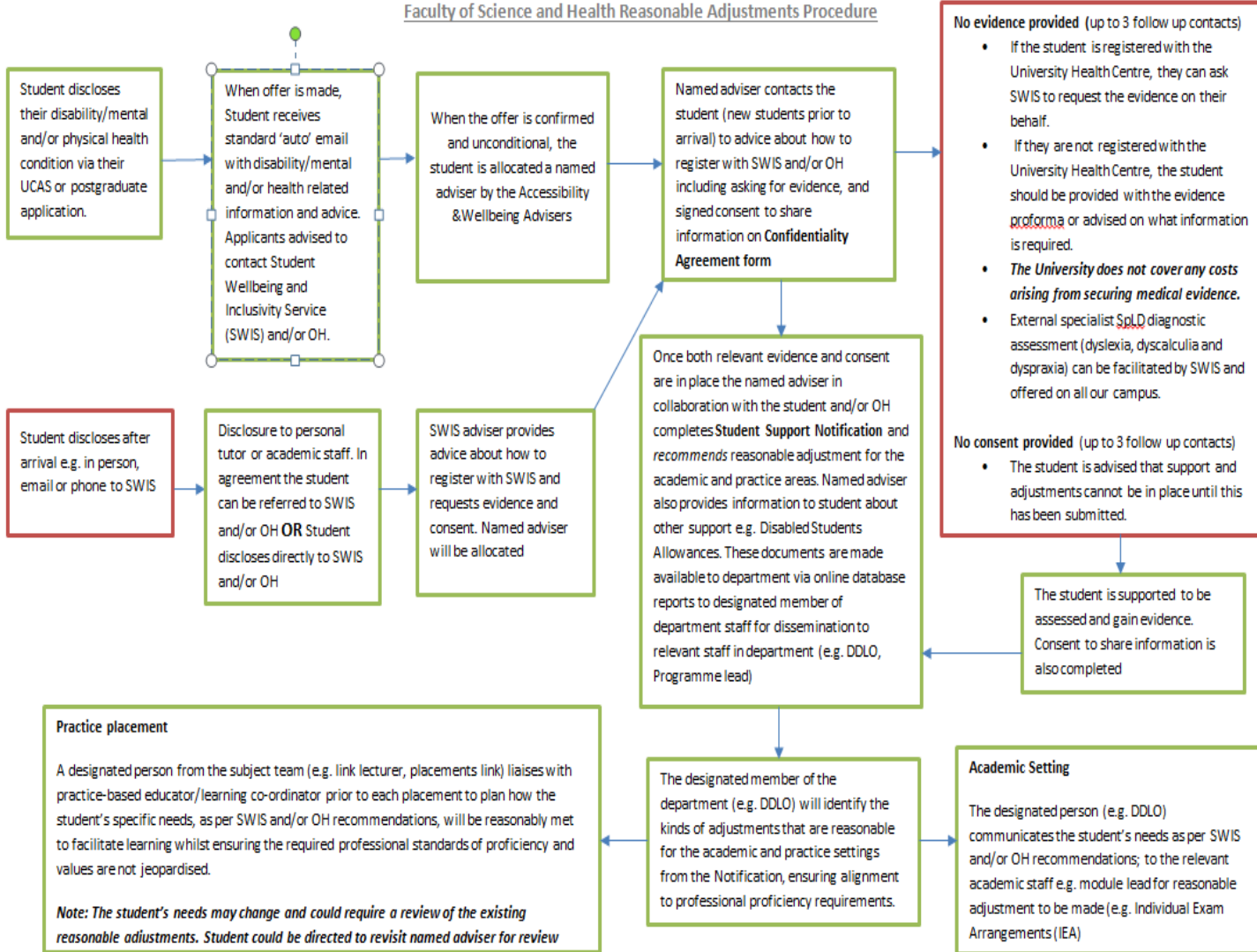
+44 (0)1206 874000

Southend campus student support services:

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

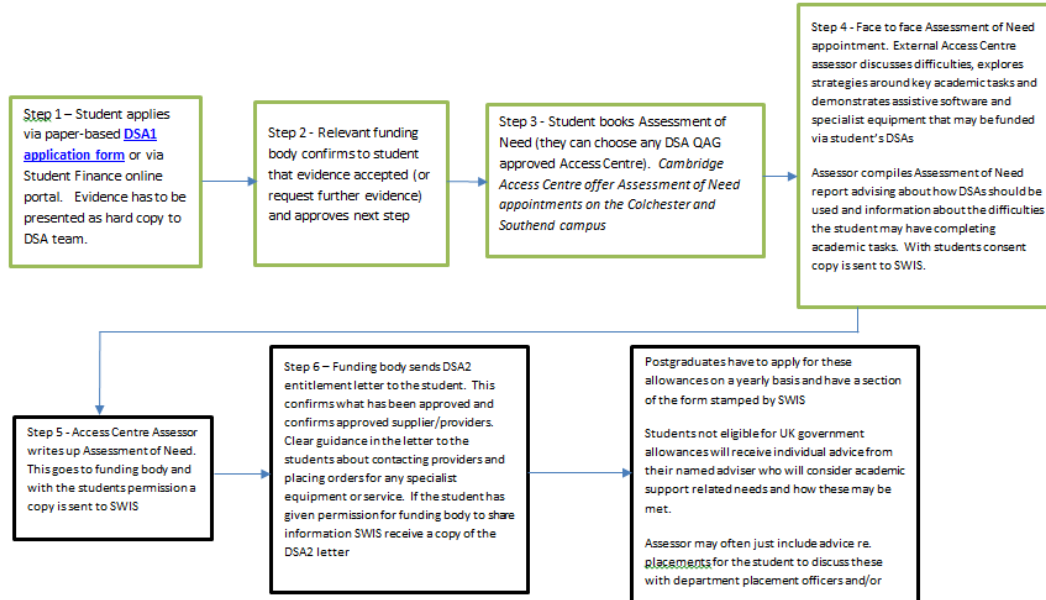
+44 (0)1702 328444

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 learners 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 learner.

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 learner 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 learner 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.

Learners must pass all practice-based learning placements and will be required to retake any failed placement. If a learner fails a placement on re-assessment or fails 2 placements at first attempt, they will be required to withdraw from the programme.

If a learner 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 learner is eligible to progress to the next level of study.

Learners' 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 and 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, learners 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 always behave in a professional manner
- 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 learner, providing information relevant to the practice area
- To plan and source suitable inter-professional and multidisciplinary learning opportunities with the learner, considering the level of training, their individual learning needs, and prior experience
- To provide support and supervision to the learner as appropriate
- To facilitate regular learner supervision using the learning contract, supervision log and assessment criteria to guide the process
- To assess the learner'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 learner'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

Work-based learning mentor roles and responsibilities (apprenticeship)

- Undertake relevant training provided by the University to ensure they are aware of appropriate policies and procedures relating to apprenticeships, what is expected from the apprentice in the workplace and at university and develop themselves as mentors.
- Familiarise themselves with the Course, Placement, Apprenticeship Handbooks and associated review paperwork.
- Familiarise themselves with the apprenticeship standards, British Values, safeguarding (e.g., knowledge of 'Prevent' and how to raise a concern) and the associated knowledge, skills, and behaviours which the apprentice will need to demonstrate.
- Have a sound knowledge and understanding of what the apprentice is learning during their academic studies and help the apprentice to use this to inform their own practice.
- Be prepared for and participate in regular tripartite reviews in line with the Education and Skills Funding Agency requirements [at least every 12 weeks or 4 weeks for learners with additional support needs] and ensuring any actions highlighted are facilitated. (*Duration approximately 1 hr for each review in addition to mentor support and does not include the final gateway review*).
- Develop a transparent, honest, and open relationship with the apprentice to facilitate a safe learning environment in the workplace.
- Provide regular progress meetings and honest feedback to facilitate the professional development of the apprentice. Ensure that a bespoke work-based learning plan is in place identifying opportunities for the learner shared with the university. The plan contributes to ensuring that your journey as an apprentice is individualised (though not limited) to their specific workplace and that a record of 'active learning' is maintained during every 4-week period.
- Support the apprentice to increase the use of their initiative and to take increasing responsibility for their own learning and development as they progress through the programme.
- Facilitate the apprentice to undertake and record their work-based tasks/learning in their portfolio in an appropriate way and to maintain this portfolio as a record of their learning across the apprenticeship, to inform the apprentices preparation for the EPA.
- Support the apprentice to recognise opportunities for learning within day-to-day duties in their workplace.
- Support the apprentice to ensure that their workload is at an appropriate level, so they can balance the demands of work and study and maintain a positive level of wellbeing.
- Ensure there are clear, timely communications with the university about the apprentice and their development. Ensuring any difficulties are identified early and an appropriate action plan is put in place to provide enhanced support.
- Promote a positive perception of apprenticeships as a route into registered health and social care employment [i.e., Nursing, Occupational Therapy, speech and language therapy, physiotherapy etc.]
- Contribute to the decision as to whether the apprentice is ready to go through the gateway review to End-Point Assessment and support the quality assurance processes for the ongoing development of the programme[s]

Whistle-Blowing and Escalating Concerns for Learners

In situations where you are concerned about any aspects of care delivery you must adhere to guidance from the Royal College of Occupational Therapists – Professional standards of Occupational therapy practice, conduct and ethics (2021) and HCPC Standards of conduct, performance, and ethics (2016). Should you at any time have concerns regarding the standard of care in your placement and/or workplace, 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 divisional lead for occupational therapy will take the concerns forward with the relevant authorities. It is mandatory for all staff to undertake Safeguarding training, learners complete mandatory training requirements for Safeguarding adults and children. Further information about the University's safeguarding policies can be found via the University's webpage <https://www.essex.ac.uk/departments/health-and-social-care/placements/nursing-placements/raising-concerns> If you are concerned about the welfare of a learner or member of the university community (e.g. staff or learner) you can report a concern via the University's website (see the following link for further information) [Reporting a concern about the welfare of a member of the University community | University of Essex](#)

Placement assessment process

Placement assessment processes serve two purposes; to provide the learner with ongoing feedback on their performance, and to formally assess the level of that performance against defined criteria for the learner'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 learner 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 learners' 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 halfway assessment of professional practice will occur halfway through the placement. The halfway assessment is to only be used at this point to indicate the learners' level of achievement with supporting comments. If a learner is not achieving an area of professional practice, it should be clearly stated what needs to be done either by the learner and/or educator 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 learner must obtain a Pass in each of the five sections to satisfactorily complete placement practice components. It is a requirement that specific examples of the learner's performance must be given in the

comments box for every section to support the mark awarded and to comment on where and how they can develop their future practice.

Assessment

The assessment of the learner'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 learner's performance must be satisfactory in all three learning outcomes to pass the placement. Failure of any of these three outcomes at any stage of the placement will override part 2 and cause the learner 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 learner 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. Learners must reach a satisfactory pass grade in all practice areas, indicating the learner has good potential. A failure in one or more sections will result in overall failure of the placement. At the halfway 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 learner, 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 learner fails their first attempt at a placement, they will be expected to retake this in a similar setting. Learners 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 learners will be continuously assessed when they work and learn in practice-based settings. Every time an educator works with a learner, the educator should be able to provide learning opportunities that allow the learner to fully participate in supervised practice. In this way, learners gain practical experiences that they can reflect upon and learn from. If learning opportunities are provided, learners 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 learner's practice assessment document, aligned to the professional regulatory standards of the HCPC. This document is the record of a learner's learning, development, and achievement of proficiency whilst on placement. Placements contribute to the learner's curriculum and a learner's practice assessment outcome directly impacts upon their ability to progress on their programme of study.

All involved (learners, 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 learners 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 learners in placement:

Overview of practice-based learning and assessment

On the first day of placement, review the practice assessment document in collaboration with the learner. 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 learner. Plan ahead to ensure that participative learning opportunities are made available throughout the placement period.

Continuously and robustly assess the learner against the assessment criteria as they progress through the placement. Provide written and verbal feedback to the learner so that they may continue to develop. During continuous assessment you may assess the learner 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 learner's with learning opportunities and feedback to promote learning, development and achievement of assessment criteria

Initiate Risk of Failure at any point during the placement

The final summative practice assessment is completed.
Learners who pass their placement may progress on the programme.
Learner 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 learners 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 learner; 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 learner 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 learner 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 learner 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 learner 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 learner'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 learner 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 learner 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 learner. Both you and the learner 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 learner 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 learner with learning opportunities and feedback to promote learning, development and achievement of assessment criteria.
- In collaboration with the learner, document the learner'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 learner 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 learner 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 learner's conduct, behaviour or performance that question their fitness to practice. Concerns about a learner'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 learner 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 procedure is available via the following link [Fitness to Practise | University of Essex](#) i If you have a significant concern about a learner's Fitness to Practice then please contact the programme placement lead, link lecturer/visiting tutor 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 one of the occupational therapy tutors stating your specific concerns.

Failure of Practice Placement modules

- Each practice placement must be passed to progress through the academic levels to achieve final qualification
- A learner failing a placement must successfully resit their first attempt. The hours undertaken on a failed placement do not contribute to the minimum 1000 hours required.
- If a learner fails a practice-based learning component on substantiated grounds of fitness to practise concerns a retrieval attempt will not be permitted (RCOT 2019 Standard 6.4) See guidelines for removal from placement.
- A resit placement will normally be found which will provide similar learning opportunities in a comparable setting
- A second fail at any practice-based learning component will normally result in being withdrawn from the course and procedures are consistent with those for academic modules (RCOT 2019: Standard 6.4.3)
- Only one failed practice placement is permitted to be re-sat as a second attempt. Learners who fail more than one practice placements will normally be required to leave the programme.
- If learners 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 learner. This is in accordance with university policy and guidelines.
- If a learner 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 learner'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 learner 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 learner 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 learner's Continuing Professional Development (CPD) portfolio and be available for use in discussions and for external moderation purposes if required. Learner and educator placement evaluation forms must be completed on PEMS. All learners are expected to attend a debrief session at the end of each placement, if applicable.

It is the learners' responsibility to ensure ALL elements of the assessment form are completed. The assessment form is to be submitted by the learner to hscplacements@essex.ac.uk on the last day of placement. It may be possible to negotiate with the programme lead and placement lead up to 1 week's delay for submission. Learners 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

Learners 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 learners to identify learning outcomes that are specific to their individual requirements. Hence, the Learning Contract is used to guide and individualise the learner's learning experience and to provide a clear plan for their specific learning and experience throughout the placement.

The learner 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 learner 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 learner 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 learner's performance must be satisfactory in each of the practice areas relevant to the placement setting to pass the placement.

To develop learning objectives in conjunction with the practice educator, learners 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
Level 7	Implement and manage, synthesise, appraise 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 learner 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 always demonstrate and maintain professional behaviour. To initiate own learning and development opportunities through leading supervision. To take feedback on board and act on this accordingly.				

Supervision

The learners 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 learner'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 learner's previous experiences of supervision, clarify expectations and reach agreement on the use of the sessions.

In **traditional and non-traditional settings**, the learner 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 learner, providing 1 hour of supervision per week. The person will take responsibility for the day-to-day management of the learner and on-site supervision.

An external registered occupational therapist or member of university staff will provide one hour per week of professional supervision and facilitate occupational therapy-specific learning. 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 learner, on-site and offsite educator agree the learning contact in the first week and meet at the halfway point and then at the end to complete the summative assessment.

The **learner'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 learner & 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 learner to review their learning experiences and to notate discussion and future weekly planning within each supervision session.

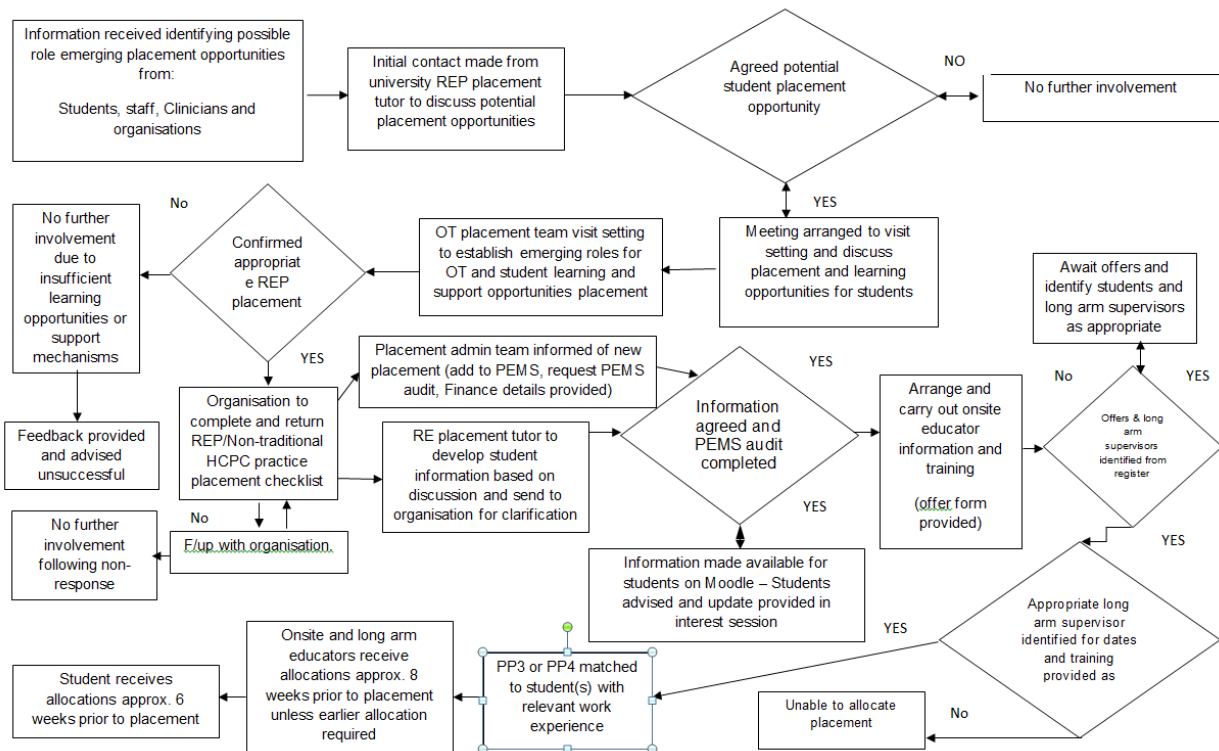
The weekly Action Plan (Appendix 6) points will be agreed, and practical objectives set with details of how these are to be met. These objectives and work undertaken towards meeting them should appear as part of the agenda for the following week's supervision.

Guidelines for Role emerging placements

There may be the opportunity for learners 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. In exceptional cases, selected-structured role emerging placements are used for placement one and two, with clear learning objectives set. Learners may undertake role emerging placement individually or as a shared experience with a peer. Usually, individual learners are assigned to placements. However, it has been shown that learner 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 learner and service feedback. Prior to placement allocation, care is taken to form a complementary learner pairing take account of individual skills and experience. However, services vary in capacity to accommodate learners to provide reasonable access to IT facilities and space within the staff teams and premises. Therefore, it may only be appropriate for an individual learner to attend.

This type of placement requires 'a strong sense of professional identity'. Learners 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.

Role emerging placement allocation process – updated August 2019



Benefits of role-emerging placements

- The learner has opportunity to learn and experience alternative perspectives to identifying and meeting service user need in other sectors of communities
- The learner can demonstrate practical skills and develop their professional reasoning, resourcefulness, and autonomy to a high level
- The placement provides potential for an occupational therapy role to emerge within a new service setting
- Collaboration between agencies is promoted through shared learner supervision
- Optimise potential for furthering collaborative service development work

Learner supervision for role-emerging placements

In common with learners from other health professions who undertake placements, occupational therapy learners require someone from the service to assume responsibility for supervision of their practice during working hours.

In settings where occupational therapists are not routinely or otherwise employed, a 'long arm model' of supervision can be undertaken that requires an appropriately experienced member of staff at the placement setting provides informal managerial supervision for day-to-day working practice and to provide support for the learner. In addition, professional supervision of the learner and assessed components would be provided by a nominated 'off site' registered occupational therapist in practice or from the occupational therapy team at the university on a weekly basis.

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 learners' 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 learner. The service 'onsite' supervisor will be required to meet with the supervising long arm registered OT and learner at agreed intervals throughout the placement, minimally this must be at least 3 times (weeks 1, midway and final week) to gauge the learner'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 learner 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.

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

Please note: Learners 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: Ellen Adomako ellen.adomako@essex.ac.uk .

Practice Placement Education Quality Assurance and Monitoring

The Occupational Therapy programme and each placement provider have a shared responsibility to ensure that the placement experience offers a constructive & individualised learning environment that meets requisite professional and regulatory body placement and educational quality standards and guidelines. COT (2014), HCPC (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 learners commencing placement.
- All learners and educators are requested to provide feedback on the placement within 2 weeks of completing the placement. Learner 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
- Learner 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 learner assessment outcomes meet criteria
- Placement educator understands and negotiates the achievement of requisite learner placement learning outcomes with the learner using a variety of development/monitoring tools, considering any individual needs
- Learners 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 learner's professional development on placement in partnership with the University
- Learners 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

Learner 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 learners, their placement educators and other service providers involved in the education of Occupational Therapy learners. The file can be a reference point to assist learners 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 learner.

It can also contain an outline of placement educator and learner support and development processes and the mechanics expected in the provision of the learner'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:

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

Health and Care Professions Council (2016a) Guidance on Conduct and Ethics for Students Online at <https://www.hcpc-uk.org/resources/guidance/guidance-on-conduct-and-ethics-for-students/> [accessed 07/08/21]

Health and Care Professions Council (2016b) Standards of Conduct, Performance & Ethics <https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/> [accessed 07/08/21]

Health and Care Professions Council (2017) Standards of Education & Training Online at <https://www.hcpc-uk.org/resources/standards/standards-of-education-and-training/> [accessed 07/08/21]

Health and Care Professions Council (2013) Standards of Proficiency- Occupational Therapists Online at <https://www.hcpc-uk.org/resources/standards/standards-of-proficiency-occupational-therapists/> [accessed 07/08/21]

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)

Royal College of Occupational Therapists (2021) Professional Standards for Occupational Therapy Practice, Conduct and Ethics Online at <https://www.rcot.co.uk/practice-resources/rcot-publications/downloads/rcot-standards-and-ethics> [accessed 07/08/21]

Royal College of Occupational Therapists (2019)

Learning and development standards for pre-registration education <https://www.rcot.co.uk/practice-resources/rcot-publications/learning-and-development-standards-pre-registration-education> [accessed 07/08/21]

In order to meet these placement standards and guidelines for Occupational Therapy learner education it is recommended that a learner 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 learners 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 learners 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 learner 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 learners

Local useful information not already contained in a learner information pack

- Promoting work life balance

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

References

Royal College of Occupational Therapists (2019) Learning and development standards for pre-registration education <https://www.rcot.co.uk/practice-resources/rcot-publications/learning-and-development-standards-pre-registration-education> (Accessed 20th October 2020)

Royal College of Occupational Therapists (2021) Professional Standards for Occupational Therapy Practice, Conduct and Ethics Online at <http://www.cot.co.uk/standards-ethics/professional-standards-occupational-therapy-practice> (accessed 20th August 2019)

Health and Care Professions Council (2017) Standards of Education & Training Online at <https://www.hcpc-uk.org/resources/standards/standards-of-education-and-training/> [accessed 07/08/21]

Health and Care Professions Council (2016b) Standards of Conduct, Performance & Ethics <https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/> [accessed 07/08/21]

Parliament of United Kingdom (1998) Data Protection Act 1998 Online at <http://www.legislation.gov.uk/ukpga/1998/29/contents> [accessed 07/08/21] Parliament of United Kingdom (2010) <https://www.gov.uk/guidance/equality-act-2010-guidance> [accessed 07/08/21]

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 learners and practice educators for all course placements.

It is particularly important that practice educators provide written feedback on placement assessment forms and negotiate individual learner 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 learner learning contracts, be informed by the specific placement learning outcomes as outlined in the placement handbook.

Learners 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,

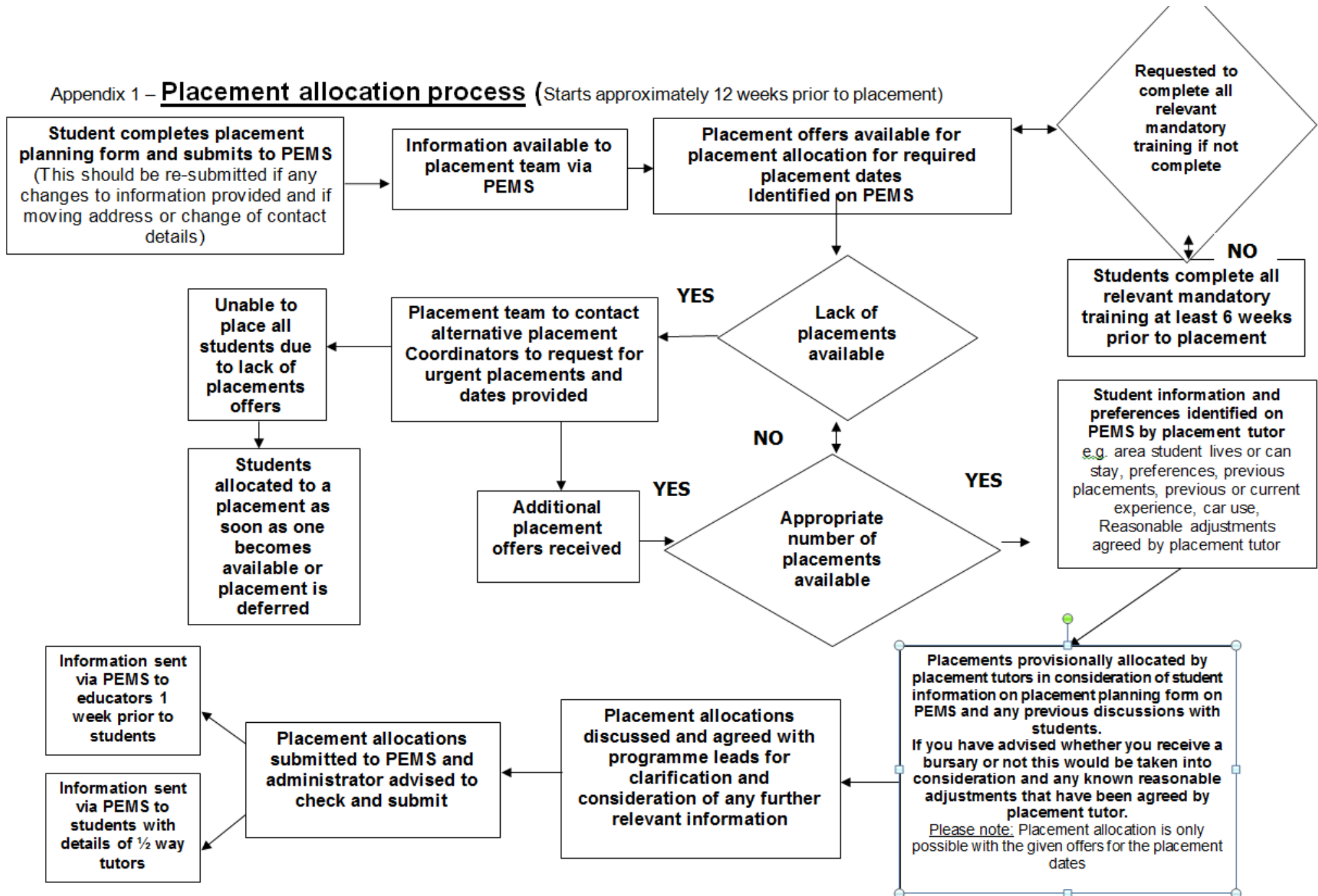
For a copy of our most up to date Placement handbooks or Practice Placement Assessment Documentation (PAD) please follow this link:

<https://www.essex.ac.uk/departments/health-and-social-care/placements/occupational-therapy-placements> [accessed 19/12/2207/08/]

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Appendix 1 – **Placement allocation process** (Starts approximately 12 weeks prior to placement)



Appendix 2a

Guidelines for your introductory email to placement educator

Guidelines for your first email to educators

You will need to email your placement educator once you have been given your placement details. It is your chance to make a good first impression.

(Please check the details you have been given some placements provide you with the placement team email address to pass your initial contact to your educator)

Before you start your email, check the following details:

- Placement Information/Name
- Placement dates
- Educator or Contact name(s) from PEMS

Subject line	SUBJECT: MSc/BSc Placement 1/2/3/4 – Dates of placement start and end <i>(Make sure the subject line says your course, placement number and dates)</i>
Address the email	Dear Mr/Mrs/Ms educator name Do not use familiar terms such as "Hi or Hey"
End the email	Kind Regards or Best Wishes or Many Thanks Your full name Occupational Therapy Student

Please note the following points when writing your email:

- Introduce yourself
- Confirm the placement offer, dates, location etc.
- Include some personal information and mention any previous experience you may have.
- Ask any questions you may have about where and when to report on the first day of your placement, uniform requirements, pre-placement preparation etc.
- If you have a disability, specific learning need or a health issue which could affect your placement we would strongly encourage you to give details in your introductory email. Please note that it is your responsibility to self-declare. The placement team will not give these details to your educator unless you have given specific permission for this to be discussed with your educator. If you are not sure how to phrase this in your email, please speak to your personal tutor.
- **The email should be professional in tone**
- **Make sure you proofread your email thoroughly – grammar and spelling mistakes do not make a good impression.**

Curriculum Vitae & SWAIN

- Use the CV form enclosed to highlight your previous experiences.
- Use your SWAIN form for placement enclosed to highlight your

If you have any questions, please contact me by email as below.

Louise Andrews/Amie Mellersh-Tett (Placements) louisea@essex.ac.uk or amie.mellersh-tett@essex.ac.uk

Appendix 2b

Occupational Therapy Division
School of Health and Social Care
University of Essex
Wivenhoe Park
Colchester
CO4 3SQ



CURRICULUM VITAE

Name:	
Contact Address:	
UoE Email:	
Mobile Telephone:	

Placement Experience	
Date:	Role / Employer / Location:

Other Experience (i.e.voluntary, projects and other paid work)	
Date:	

Additional Skills / Activities / Achievements	
IT skills:	
Languages:	
Driving licence:	Do you want to specify type of license, i.e. full/provisional or UK or other country
Other activities / interests:	

Professional learning needs identified on your previous placement: (this section should be completed for placement 2 onwards)	

Appendix 2b (cont..)

Occupational Therapy Division
School of Health and Social Care
University of Essex
Wivenhoe Park
Colchester
CO4 3SQ



CURRICULUM VITAE

Name:	Jo Bloggs
Contact Address:	2a Tyson Avenue Colchester CO2 3TH
UoE Email:	j.blogs@essex.ac.uk
Mobile Telephone:	07777 999999
Placement Experience	
Date:	Role / Employer / Location:
14 - 25 January 2023	Ipswich Hospital, in patients' orthopaedic wards. I gained experience in the functional assessment of patients undergoing total hip replacements including initial interviews, personal care, transfer and hot drink assessments. I learnt about the use of the Reed and Sanderson model, patient documentation using SOAP notes and participation in team meetings on the ward.

Other Experience (including voluntary)	
Date: Sept 2012 to date	For the last year I have been the student representative for the first-year occupational therapy cohort at the UoE. I underwent specialist training to

	prepare me for this role. I attended student voice meetings and gave feedback on student's perceptions of the modules and course.
January 2013	I work part time as a care assistant in Beechcroft residential home for older people in Colchester. This involves assisting older people with personal care such as getting washed and dressed and feeding. I also assist the activity coordinator in running the art and relaxation groups.
Additional Skills / Activities / Achievements	
IT skills:	I am computer literate and use an iMAC. I am able to use pages and spreadsheets.
Languages:	French: fluent (I am half French) A level Spanish: conversational level standard.
Driving licence:	Clean driving licence since 2001.
Other activities / interests:	I enjoy swimming and rugby and I play guitar.
Professional learning needs identified on your previous placement: (this section should be completed for placement 2 onwards)	
	To be proactive in the supervisory process by bringing the relevant paperwork with me to supervision and an agenda of issues for discussion.
	To ensure that I use a professional reasoning framework to help me justify all aspects of the OT process with service users I work with.
	To improve my assessment skills by ensuring that I select the correct assessment tool and gather all the relevant data required.
	To be able to adapt my communication skills according to the context of the situation I find myself in.



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>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 • Take part in group work sessions • Be realistic in setting placement goals • Contribute more actively to supervision 	<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>
<p>NEEDS</p> <p>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.</p>	

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 learner:

If yes, the ways in which this may impact upon my learning experience have been identified and discussed.

Strategies to be implemented include:

Resources Available in the Department

(Identified by discussion with practice educator)

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 learner 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 Learner Name
Occupational Therapy Learner 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	Learner name:	Date
Supervision Log	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:

School of Health and Social Care



Weekly Action Plan – OT Learner 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		Learner Initials		

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/HPCPC 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		

Date	Moving and Handling Activity e.g., Transferring patient (above knee amputation) from bed to chair using a transfer board	Location e.g., Ward	Learner responsibility and activity duration e.g., Observation of OT educator assisting service user with transfer – 10 mins	Educator initials and designation



University of Essex

Appendix 9 - Learner Manual Handling Log

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MOVING AND HANDLING LEARNING OBJECTIVES RECORD

Learner 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>	

	Learning Objective:	
	Action Plan:	
	Learning Objective:	
	Action Plan:	

Appendix 10: Protocol for tutorial support during placement

Practice placements 1-4 (All programmes)

All students/learners visiting tutors for placement are their allocated personal tutors. BSc and MSc students will be visited on placement explore and manage (First and final placements) and OTDA learners will be visited on placement initiate and manage (first and final placements)

By the end of week 1: Students/learners are required to contact their personal tutors to advise how the placement is going and if they are on a placement that requires a visit to arrange a face-to-face visit (or virtual if necessary).

On other placements, students/learners must still make contact with their personal tutors to give an update on the progress of the placement. Students or practice educators can request a visit on other placements if this is deemed necessary. If the student/learner 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. The university must be informed if a student is placed on the risk of failure process ASAP.

NB: This process will not apply to role emerging placement as these learners will be continued to be visited. The placement contact tutorial is an opportunity for the learner 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 learner's assessment progress and identify recommendations for further development. Two visits as a minimum are required during the programme, 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 is utilised to support discussions within halfway visits and a record of visits will be made on LEAP.

Appendix 11

School of Health and Social Care			
Occupational Therapy Visiting Tutor Practice Placement half-way tutorial Monitoring Form			
Learner name/number			Cohort:
Placement number	PP1 <input type="checkbox"/>	PP2 <input type="checkbox"/>	PP3 <input checked="" type="checkbox"/> PP4 <input checked="" type="checkbox"/>
Placement Address			
Placement Type			
Practice Placement Educator			
Visit/telephone contact Tutor			
Visit or telephone contact	Visit <input type="checkbox"/>	Telephone contact <input checked="" type="checkbox"/>	Visit requested <input checked="" type="checkbox"/>
Date of Visit			

Visiting Tutor formative evaluation. Comments and any advice given regarding points below.	
Learner preparation and Placement induction What was useful and why?	<input checked="" type="checkbox"/> Pre-placement visit <input checked="" type="checkbox"/> Pre-placement preparation e.g., reading.....
Learning opportunities & resources	
Learning contract	<input checked="" type="checkbox"/> Learning objectives appropriate? <input checked="" type="checkbox"/> Learning objectives reviewed weekly

Case working responsibilities & expectations			
Supervision	Formal Supervision: <input type="checkbox"/> 1 Hour weekly <input type="checkbox"/> Other (please specify) Informal Feedback:		
Reflection on practice			
Theory underpinning practice/professional reasoning			
Expected developments for 2 nd half of placement	PPE/learner 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 learner, 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

Learner 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 learners 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 learner 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 learner contacted me/ the placement area prior to the placement

Yes

No

Induction

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

Yes

No

The learner 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 learner 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 learner'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 learner 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 learner was adequately prepared to commence the placement.

Yes

No

Please comment on anything else that would have been useful.

The learner had adequate theoretical knowledge relevant to this placement.

Yes

No

Please comment on anything else that would have been useful.

The learner 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 learner was unprepared for.

Yes

No

Please comment on any experiences and specific details of what part of the placement you felt the learner 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 learner a positive experience

Yes

No

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

Appendix 14

See page 78 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 learner. It is completed by the placement educator in discussion with the university and the learner. The use of the form signifies the failure of the learner to perform at a satisfactory level, which, if improvement is not demonstrated, is likely to result in the learner failing the placement. The form outlines the areas of poor performance and is used to create an action plan to assist the learner in improving their performance to the required level. A copy of this form is given to the learner, the placement educator, and the university lecturer. A copy must be given to the placement administration team for confidential storage in the learner's placement file. Educator copies must be treated as confidential documents and must be destroyed when the learner finishes the placement.

Learner		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			
Learner 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 learner is performing at the required level or has failed the placement).			
The university have been informed of engagement in the process	Tutor's name	Signature (of who informed the university)	Date
Signature of Learner			
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 learner. The use of the form acts as an official record of the review of the performance of a failing learner. The learner, 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 learner's placement file. Educator copies must be treated as confidential documents and must be destroyed when the learner finishes the placement.

Learner		Date	
Programme of Study		Level/Type of Placement	
Placement Educator		University Lecturer (if present)	
Current learner 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 learner 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 learner's current level of performance:	
Learner and date (cont.)	
Recommended Further Action:	
Is the learner now passing the placement? YES NO (If yes, the learner can be signed off from the risk of failure process below)	
Has the learner 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 learner 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 learner is performing at the required level or has failed the placement)	

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

Appendix 16

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 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	<ul style="list-style-type: none"> • 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.

- | | |
|---|--------------------------|
| <p>1. All details completed on front page
<i>Note: This includes learner number, full placement address, full name of practice educator, final grade, completed hours, placement dates and total no. of absence completed.</i></p> | <input type="checkbox"/> |
| <p>2. SWAIN analysis completed, signed, and dated.</p> | <input type="checkbox"/> |
| <p>3. Practice Education Placement Learner Induction Record</p> | <input type="checkbox"/> |
| <p>4. Placement learning contract completed</p> | <input type="checkbox"/> |
| <p>5. Part 1 – Professional conduct completed</p> | <input type="checkbox"/> |
| <p>6. Part 2 – Professional practice areas Halfway assessment and final assessment forms completed.</p> | <input type="checkbox"/> |
| <p>7. All relevant boxes with final pass/fail mark completed on Assessment summary page including overall Pass or Fail</p> | <input type="checkbox"/> |
| <p>8. Educator completed general comments box on assessment summary page and both learner and educator must sign and date</p> | <input type="checkbox"/> |
| <p>9. Attendance record completed
<i>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).</i></p> | <input type="checkbox"/> |
| <p>10. Record of practice hours completed with total for each week and final total checked and signed by both learner and educator.</p> | <input type="checkbox"/> |

