

Practice Placement Handbook

Academic Year 2018/19

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

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Introduction

Welcome to the University of Essex Occupational Therapy Practice Placement Handbook

The handbook provides an overview of the MSc and BSc (Hons) Occupational Therapy programmes and the processes involved in practice placement provision. Examples of assessment documentation required by all students and practice educators are found on the university website link: <http://www.essex.ac.uk/hhs/placements/ot/default.aspx>

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

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

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

If you have a specific and urgent matter relating to a placement currently in progress please contact the Practice Placement Lead Louise Andrews. Tel: 01206 874312 Email: louisea@essex.ac.uk or Practice Educator Erika Kerry (Tues, Thurs and Friday) ekerry@essex.ac.uk

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

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

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

Practice Placement Strategy

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

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

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

NHS/Local authority commissioned services

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

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

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

Introduction to Practice Based Learning

Practice-based learning is a vital and indispensable part of the occupational therapy students' learning process in their educational and professional development. Practice experience enables the acquisition of new knowledge and skills as well as the application, consolidation and reflection upon learning gained in the university environment. Essentially, the aim of practice placement learning is to offer students opportunities to develop core practice and transferable skills across a range of settings. The Health and Care Professions Council (HCPC) Standards of Education and Training (2014) 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.

Aims of Practice Based Learning

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

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

Reflective space ensures that students incorporate a sense of professional identity (roles, values and attitudes), an analytical approach to critical problem-solving and a growing sense of self-awareness (and of others) to foster independent judgement. Students maintain a placement reflective diary and development portfolio to be used as a reference point for supervision discussions and for subsequent academic based integrated studies.

Placement Opportunities and Organisation

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

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

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

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

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

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

Important information about placement organization

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

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

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

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

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

Local placements cannot be guaranteed:

You may have to stay away from home, and meet the costs associated with this if you do not have a bursary. Wherever possible we will try to keep your journey times to under 90 minutes, but again, this is subject to placement availability. **Refusal to accept a placement on the grounds of location may be regarded as a “fail” unless you have extenuating circumstances”.**

Occupational Therapy Programmes

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

- 2 year MSc accelerated route, 4 year part-time BSc (hons) programme and 3 year full time BSc (hons) programme with practice placements of 4, 6, 8 and 10 weeks duration

Teaching and learning approaches

To become an occupational therapist, students develop knowledge, understanding and skills over 90 weeks of study. So students will take an incremental approach to their learning in the placement setting, building their professional practice in preparation for when they have qualified. SWAIN forms are used by students to translate their learning from the academic setting to the practice setting and throughout placements. Placements are selected and allocated based on the students learning requirements. CPD occurs throughout placements and is an important part of placement experience.

Student evidence of learning and Continuing Professional Development (CPD)

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

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

A CPD portfolio framework provides the student with a variety of tools to aid supervision and reflection processes. It is strongly recommended that the student has opportunity through formal and informal supervised practice to reflect on practice placement experiences. Students will demonstrate learning as they progress through the placement and summarise achievements using a continuing professional development activity (HCPC, 2012) which has been agreed and negotiated with your educator.

HCPC (2012) *Your guide to our standards for continuing professional development*
<http://www.hpc-uk.org/registrants/cpd/activities/> [accessed 15/11/15]

The following provides examples of work-based activity guidance:

Case study

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

General guidelines for all case studies

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

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

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

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

Service improvement

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

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

Practice educators involved with students' education are being asked to facilitate this process as much as possible. It is recommended that students provide the practice education site with a copy of this completed PDSA pro-forma and can be asked to deliver a presentation on it to their practice educators.

In accordance with the NHS Innovation and Improvement strategy of service improvement, students will be required to identify and complete a service improvement project whilst on their final or penultimate placements. The project will be documented using the PDSA form. Further information can be found on the HHS Service improvement Moodle page. Depending on the project, students may wish to include additional supporting tools e.g. fishbone chart. Further details of these requirements will be made clear in your relevant module launch. For further queries, contact Louise Andrews. It is recommended that students also provide the practice education site with a copy of the PDSA template as well as delivering a presentation on the project.

Students could use the PDSA form to reflect on their learning (further information can be found on the HHS Service Improvement Moodle page <https://moodle.essex.ac.uk/course/view.php?id=1367>)

Practice Placement Calendar for Occupational Therapy

Academic year 2018/19

Placement Dates	Placement	No. of Weeks	Programme route	Level	Student numbers
08/10/18-16/11/18	2 Initiate	6	BSc FT 2017	5	29
22/10/18 - 14/12/18	3 Lead	8	MSc 2017	5	31
22/10/18-14/12/18	5	8	BSc PT 2015	6	13
22/10/18-14/12/18	3 Lead	8	BSc PT 2016	5	11
07/01/19 - 08/02/19	1 Explore	5	MSc 2018	5	30
25/02/19 - 22/03/19	1 Explore	4	BSc FT 2018	4	29
06/5/19 - 28/6/19	3 Lead	8	BSc FT 2017	5	29
20/05/19 - 28/06/19	2 Initiate	6	MSc 2018	5	30
08/07/19 - 13/09/19	4 Manage	10	MSc 2017	6	31
Annual 2018/19 Student placement requirement BSc					111
Annual 2018/19 Student placement requirement MSc					122
Total placements required					233

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 practise as an occupational therapist. During the programme we provide learning opportunities to develop the required knowledge, understanding and skills for:

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

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

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

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

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

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

	May			June					July			August					Sept			
	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
MSc 1	contd		Report	Reflection					vacation			HS859 Research Activity								
	HS810			HS897 Practice Placement 2								HS894 Advancing Professional Practice								
	HS858		Workbook																	
MSc 2	HS859			Dissertation					vacation			HS899 Practice Placement 4								
	HS896 The Thinking Therapist								patchwork text											

Programme Content MSc (pre-registration) programme

Occupational Therapy modules

Foundations for Occupational Therapy HS892

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

Research in Healthcare HS858

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

Interprofessional collaboration and development HS810

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

Practice placement one: EXPLORE HS891

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

Occupational Performance and Process HS893

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

Practice placement two: INITIATE HS897

This six week placement requires active participation in practice; initiating elements of the occupational therapy process and sharing your professional reasoning at each stage. Your reasoning will involve thinking critically about the different aspects of practice and the knowledge and evidence which informs your practice. You will use reflection to develop awareness of yourself as a practitioner and identify areas for further learning. You will initiate interactions with other team members and those involved in this setting, based on the understanding of the contexts for practice.

Advancing Professional Practice in Occupational Therapy HS894

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

Research Activity HS859

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

Practice placement three: LEAD HS898

This eight week placement will offer the opportunity for leadership, where you will demonstrate your practice based on decisions about how you work, using the best evidence, knowledge and understanding of the setting. This placement requires the development of innovative and creative ideas for practice based on sound theories. You will identify an issue arising from the context, generate and evaluate solutions and apply one as a practice innovation. You will also have the opportunity to discover quality monitoring processes and the implications of these in practice.

Mastering occupation HS895

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

The Thinking Therapist HS896

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

Practice placement four: MANAGE HS899

This final ten week placement will require you to manage your own learning under supervision, fully engaging with the practice setting and its broader context. You will be required to demonstrate evidence of competent practice and readiness for transition from student to therapist. This placement requires demonstration of a highly professional level of skills and the use of critical evaluation and reflection to continually develop practice from a robust evidence base. You will be required to share your knowledge and skills.

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

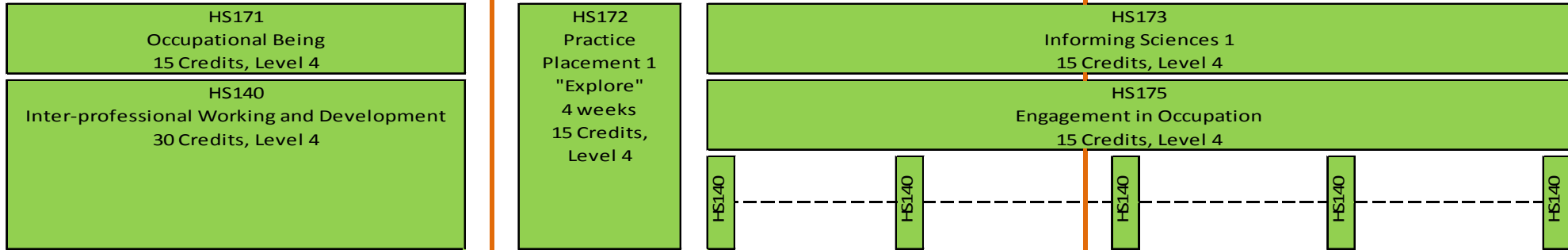
Practice placement education is an integral part of the BSc (Hons) Occupational Therapy programme. Within the spiral curriculum design of the programme, students will apply and develop theoretical and practical profession-specific knowledge, skills and experiences throughout the programme. Practice placements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

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

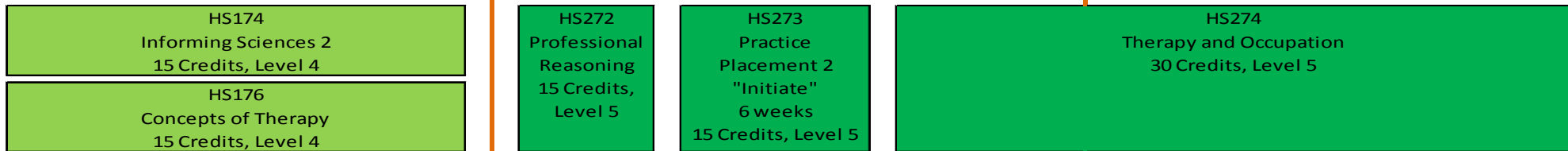
Placements are of increasing duration ranging through 4, 6, 8 to 10 weeks with incremental levels of responsibility expected as professional skills and knowledge advance. The first placement is assessed at level 4, the second and third at level 5 and fourth placement at level 6.

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

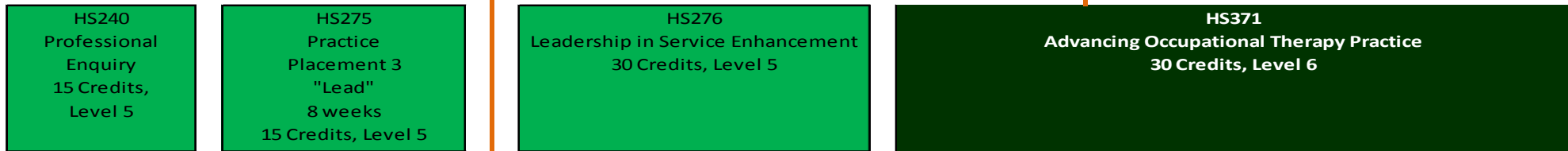
YEAR ONE



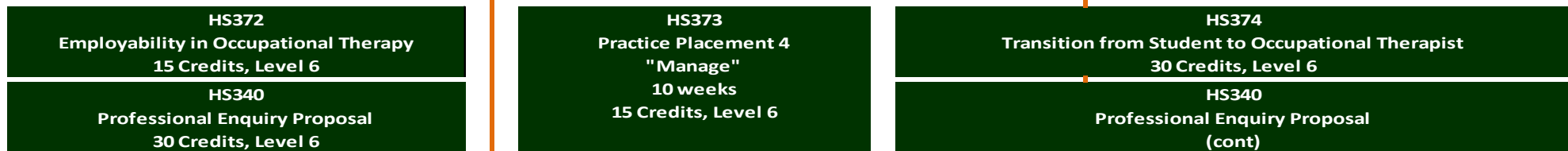
YEAR TWO



YEAR THREE



YEAR FOUR



Programme Content - BSc (Hons) Occupational Therapy

LEVEL 4

HS140 Inter-professional Working and Development

30 credits

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

HS171 Occupational Being

15 credits

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

HS172 Practice Placement one – EXPLORE

15 credits

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

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

HS173 Informing Sciences 1

15 credits

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

HS175 Engagement in Occupation

15 credits

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

HS174 Informing Sciences 2

15 credits

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

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

HS176 Concepts of Therapy

15 credits

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

LEVEL 5

HS272 Professional Reasoning

15 credits

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

HS273 Practice Placement two – INITIATE

15 credits

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

This six week placement requires active participation in practice; initiating elements of the occupational therapy process and sharing your professional reasoning at each stage. Your reasoning will involve thinking critically about the different aspects of practice and the knowledge and evidence which informs your practice. You will use reflection to develop awareness of yourself as a practitioner and identify areas for further learning. You will initiate interactions with other team members and those involved in this setting, based on the understanding of the contexts for practice.

HS274 Therapy and Occupation

30 credits

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

HS240 Professional Enquiry

15 credits

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

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

HS275 Practice Placement three – LEAD

15 credits

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

This eight week placement will offer the opportunity for leadership, where you will demonstrate your practice based on decisions about how you work, using the best evidence, knowledge and understanding of the setting. This placement requires the development of innovative and creative ideas for practice based on sound theories. You will identify an issue arising from the context, generate and evaluate solutions and apply one as a practice innovation. You will also have the opportunity to discover quality monitoring processes and the implications of these in practice.

HS276 Leadership in Service Enhancement

30 credits

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

LEVEL 6

HS371 Advancing Occupational Therapy Practice

30 credits

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

HS372 Employability in Occupational Therapy

15 credits

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

HS340 Professional Enquiry Proposal

30 credits

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

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

HS373 Practice Placement four – MANAGE

15 credits

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

This final ten week placement will require you to manage your own learning under supervision, fully engaging with the practice setting and its broader context. You will be required to demonstrate evidence of competent practice and readiness for transition from student to therapist. This placement requires demonstration of a highly professional level of skills and the use of critical evaluation and reflection to continually develop practice from a robust evidence base. You will be required to share your knowledge and skills

HS374 Transition from Student to Occupational Therapist

30 credits

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

Practice placement modules for BSc (Hons) and MSc Programmes

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

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

YEAR ONE - Level 4

HS173 Informing Sciences 1 15 Credits, Level 4
HS171 Occupational Being 15 Credits, Level 4
HS140 Interprofessional Working and Development 30 Credits, Level 4

HS173 Informing Sciences 1 (cont)	HS172 Practice Placement 1 "Explore" 4 weeks 15 Credits, Level 4
HS175 Engagement in Occupation 15 Credits, Level 4	
HS176 Concepts of Therapy 15 Credits, Level 4	
HS140 Interprofessional Working (cont)	

HS174 Informing Sciences 2 15 Credits, Level 4
HS175 Engagement in Occupation (cont)
HS176 Concepts of Therapy (cont)
HS140 Interprofessional Working and Development (cont)

YEAR TWO - Level 5

HS276 Leadership in Service Enhancement 30 Credits, Level 5
HS274 Therapy and Occupation 15 Credits, Level 5
HS272 Professional Reasoning 15 Credits, Level 5
HS240 Professional Enquiry 15 Credits, Level 5

HS273 Practice Placement 2 "Initiate" 6 weeks 15 Credits, Level 5	HS276 Leadership in Service Enhancement (cont)
	HS274 Therapy and Occupation (cont)

HS275 Practice Placement 3 "Lead" 8 weeks 15 Credits, Level 5	HS276 Leadership in Service Enhancement (cont)
	HS274 Therapy and Occupation (cont)

YEAR THREE - Level 6

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

HS340 Professional Enquiry Proposal 30 Credits, Level 6
HS372 Employability in Occupational Therapy 15 Credits, Level 6
HS371 Advancing Occupational Therapy Practice

HS340 Professional Enquiry Proposal (cont)
HS374 Transition from Student to Occupational Therapist 30 Credits, Level 6
HS371 Advancing Occupational Therapy Practice

LEVEL 4

HS173 Informing Sciences 1

15 credits

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

HS171 Occupational Being

15 credits

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

HS140 Inter-professional Working and Development

30 credits

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

HS175 Engagement in Occupation

15 credits

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

HS172 Practice Placement one - EXPLORE

15 credits

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

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

HS174 Informing Sciences 2

15 credits

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

HS176 Concepts of Therapy

15 credits

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

LEVEL 5

HS276 Leadership in Service Enhancement

30 credits

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

HS274 Therapy and Occupation

30 credits

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

HS272 Professional Reasoning

15 credits

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

HS240 Professional Enquiry

15 credits

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

HS273 Practice Placement two - INITIATE

15 credits

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

This six week placement requires active participation in practice; initiating elements of the occupational therapy process and sharing your professional reasoning at each stage. Your reasoning will involve thinking critically about the different aspects of practice and the knowledge and evidence which informs your practice. You will use reflection to develop awareness of yourself as a practitioner and identify areas for further learning. You will initiate interactions with other team members and those involved in this setting, based on the understanding of the contexts for practice.

HS275 Practice Placement three - LEAD

15 credits

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

This eight week placement will offer the opportunity for leadership, where you will demonstrate your practice based on decisions about how you work, using the best evidence, knowledge and understanding of the setting. This placement requires the development of innovative and creative ideas for practice based on sound theories. You will identify an issue arising from the context, generate and evaluate solutions and apply one as a practice innovation. You will also have the opportunity to discover quality monitoring processes and the implications of these in practice. 19

LEVEL 6

HS373 Practice Placement four - MANAGE

15 credits

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

This final ten week placement will require you to manage your own learning under supervision, fully engaging with the practice setting and its broader context. You will be required to demonstrate evidence of competent practice and readiness for transition from student to therapist. This placement requires demonstration of a highly professional level of skills and the use of critical evaluation and reflection to

continually develop practice from a robust evidence base. You will be required to share your knowledge and skills

HS340 Professional Enquiry Proposal

30 credits

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

HS372 Employability in Occupational Therapy

15 credits

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

HS371 Advancing Occupational Therapy Practice

30 credits

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

HS374 Transition from Student to Occupational Therapist

30 credits

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

Practice placement modules for BSc (Hons) and MSc Programmes

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

Module title: Practice Placement One: EXPLORE

BSc Code: HS172

MSc Code: HS891

Level: 4

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

Type of Module: Practice placement

Module Hours: 150

Description:

In this first placement, you will learn to develop an occupational focus, seeing people as occupational beings and using the occupational therapy process to understand their progress through a service. You will explore how this focus contrasts and complements the work of multi-disciplinary teams and other services. You will explore how the core values, skills and beliefs you have learned about so far are enacted in the placement setting, including communication skills and occupational theories. You will demonstrate your learning as you progress through the placement and summarise your achievements using a continuing professional development activity (HCPC, 2012) which has been agreed and negotiated with your educator.

Aim:

Over a 4 week placement, you will explore the practice of occupational therapy in a specific setting. By the end you will be able to identify and describe routine practice you have encountered in your exploration.

Learning outcomes:

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

Pre-requisite

- Completion of all mandatory training requirements and PEMS declarations

Module content:

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

Teaching and learning strategies:

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

- Students will develop relevant skills for their practice placement setting in line with the assessment criteria

Learning support:

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

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

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

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:

<http://www.essex.ac.uk/hhs/placements/ot/default.aspx>

The electronic paperwork will be completed by both you and your educator(s). You will submit the electronic paperwork on the last day of placement to

otassessment@essex.ac.uk

Online resources:

Pre-registration Occupational therapy Placement Moodle page

<https://moodle.essex.ac.uk/course/view.php?id=957>

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

Essential reading:

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

<http://www.hpc-uk.org/registrants/cpd/activities/> [accessed 15/11/15]

University of Essex Occupational Therapy Practice Placement Handbook -

<http://www.essex.ac.uk/hhs/placements/ot/default.aspx>

University of Essex Occupational Therapy Guide to Electronic Paperwork -

<http://www.essex.ac.uk/hhs/placements/ot/default.aspx>

Indicative reading:

College of Occupational Therapists (COT) Standards of Practice; Code of Ethics and Professional Conduct as well as an ongoing professional resource and discussion forum www.cot.org.uk

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

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

National Health Service (NHS) Student Bursaries homepage
<http://www.nhsbsa.nhs.uk/Students/816.aspx>

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

Module title: Practice Placement Two: INITIATE

BSc Code: HS273

MSc Code: HS897

Level: 5

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

Type of Module: Practice placement

Module Hours: 225

Description:

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

Aim:

Over a 6 week placement, you will initiate occupational therapy in a specific setting. By the end you will be able to question situations to identify problems and demonstrate the application of solutions within your initiatives.

Learning outcomes:

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

Pre-requisite

- Completion of all mandatory training requirements and PEMS declarations

Module content:

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

Teaching and learning strategies:

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

Learning support:

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

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

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

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.

This can be found using the following link:

<http://www.essex.ac.uk/hhs/placements/ot/default.aspx>

The electronic paperwork will be completed by both you and your educator(s). You will submit the electronic paperwork on the last day of placement to

otassessment@essex.ac.uk

Online resources:

Pre-registration Occupational therapy Placement Moodle page

<https://moodle.essex.ac.uk/course/view.php?id=957>

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

Essential reading:

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

<http://www.hpc-uk.org/registrants/cpd/activities/> [accessed 15/11/15]

University of Essex Occupational Therapy Practice Placement Handbook -
<http://www.essex.ac.uk/hhs/placements/ot/default.aspx>

University of Essex Occupational Therapy Guide to Electronic Paperwork -
<http://www.essex.ac.uk/hhs/placements/ot/default.aspx>

Indicative reading:

College of Occupational Therapists (COT) Standards of Practice; Code of Ethics and Professional Conduct as well as an ongoing professional resource and discussion forum
www.cot.org.uk

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

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

National Health Service (NHS) Student Bursaries homepage
<http://www.nhsbsa.nhs.uk/Students/816.aspx>

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

Module title: Practice Placement Three: LEAD

BSc Code: HS275

MSc Code: HS898

Level: 5

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

Type of Module: Practice placement

Module Hours: 300

Description:

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

Aim:

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

Learning outcomes:

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

Pre-requisite

- Completion of all mandatory training requirements and PEMS declarations

Module content:

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

Teaching and learning strategies:

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

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

Learning support:

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

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

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

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 4 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:

<http://www.essex.ac.uk/hhs/placements/ot/default.aspx>

The electronic paperwork will be completed by both you and your educator(s). You will submit the electronic paperwork on the last day of placement to

otassessment@essex.ac.uk

Online resources:

Pre-registration Occupational therapy Placement Moodle page

<https://moodle.essex.ac.uk/course/view.php?id=957>

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

Essential reading:

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

<http://www.hpc-uk.org/registrants/cpd/activities/> [accessed 15/11/15]

University of Essex Occupational Therapy Practice Placement Handbook -

<http://www.essex.ac.uk/hhs/placements/ot/default.aspx>

University of Essex Occupational Therapy Guide to Electronic Paperwork -
<http://www.essex.ac.uk/hhs/placements/ot/default.aspx>

Indicative reading:

College of Occupational Therapists (COT) Standards of Practice; Code of Ethics and Professional Conduct as well as an ongoing professional resource and discussion forum
www.cot.org.uk

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

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

National Health Service (NHS) Student Bursaries homepage
<http://www.nhsbsa.nhs.uk/Students/816.aspx>

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

Module title: Practice Placement Four: MANAGE

BSc Code: HS373

MSc Code: HS899

Level: 6

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

Type of Module: Practice placement

Module Hours: 375

Description:

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

Aim:

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

Learning outcomes:

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

Pre-requisite

- Completion of all mandatory training requirements and PEMS declarations

Module content:

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

Teaching and learning strategies:

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

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

Learning support:

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

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

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

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 6 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:

<http://www.essex.ac.uk/hhs/placements/ot/default.aspx>

The electronic paperwork will be completed by both you and your educator(s). You will submit the electronic paperwork on the last day of placement to

otassessment@essex.ac.uk

Online resources:

Pre-registration Occupational therapy Placement Moodle page

<https://moodle.essex.ac.uk/course/view.php?id=957>

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

Essential reading:

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

<http://www.hpc-uk.org/registrants/cpd/activities/> [accessed 15/11/15]

University of Essex Occupational Therapy Practice Placement Handbook -

<http://www.essex.ac.uk/hhs/placements/ot/default.aspx>

University of Essex Occupational Therapy Guide to Electronic Paperwork -

<http://www.essex.ac.uk/hhs/placements/ot/default.aspx>

Indicative reading:

College of Occupational Therapists (COT) Standards of Practice; Code of Ethics and Professional Conduct as well as an ongoing professional resource and discussion forum www.cot.org.uk

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

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

National Health Service (NHS) Student Bursaries homepage
<http://www.nhsbsa.nhs.uk/Students/816.aspx>

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

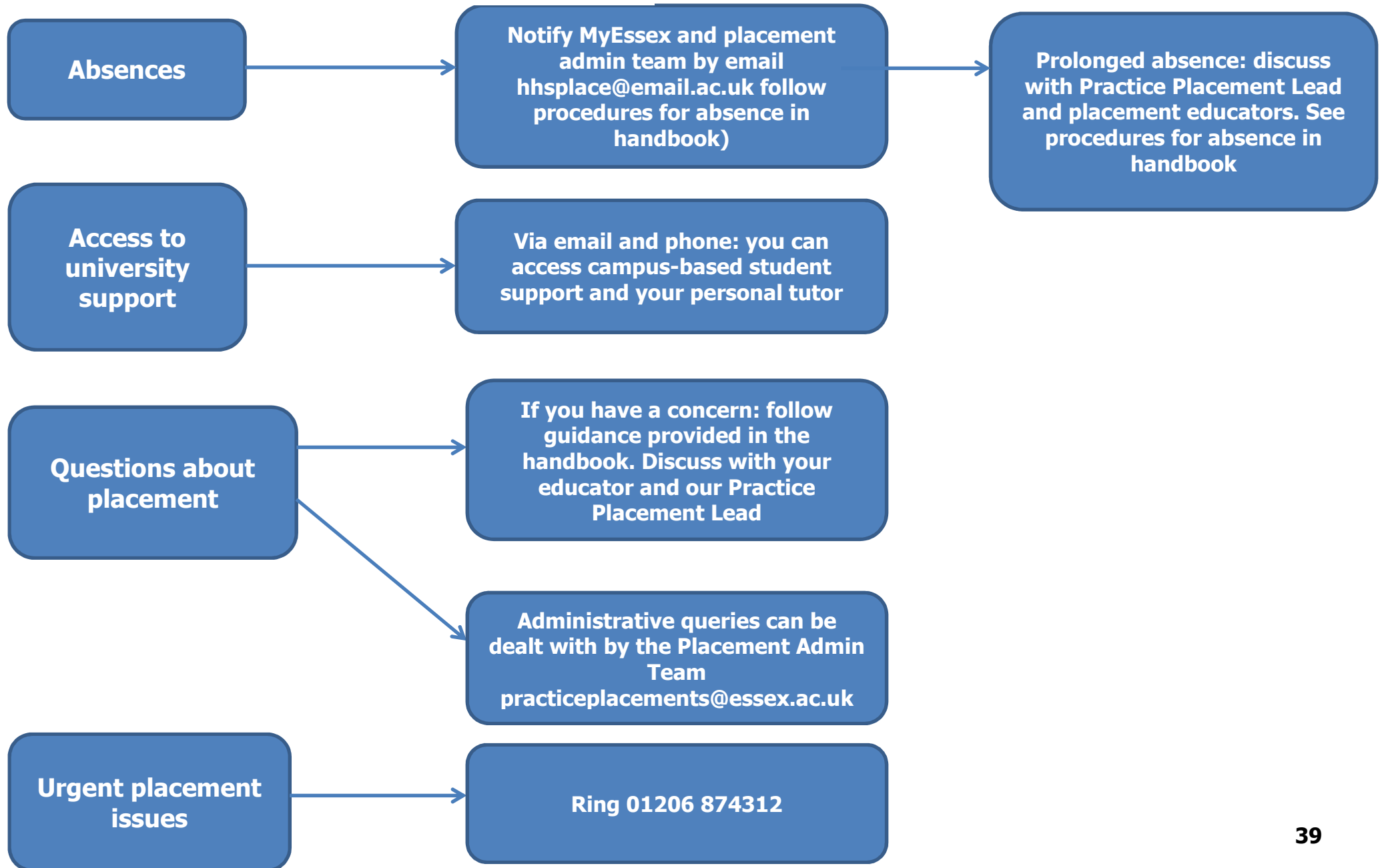
Placement education support

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

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

Occupational Therapy Placement contacts at the University of Essex		
Placement administrators	Jade Shortland Rachel Rosevear	practiceplacements@essex.ac.uk 01206 874312 / 872476
Placement Absence Students should immediately email and complete the official form on MyEssex	practiceplacements@essex.ac.uk	Complete the official form on MyEssex
Practice Placement Tutors	Louise Andrews Practice Placement Lead	louisea@essex.ac.uk 01206 874312
	Erika Kerry Practice Educator for OT	ekerry@essex.ac.uk 01206 874286
	Nikki Williamson Role emerging tutor	nwill@essex.ac.uk 01206 874982
Course Tutors		
	Sarah Croot	sarah.croot@essex.ac.uk
Professional Lead	Wendy Bryant	wbryant@essex.ac.uk
MSc Programme Lead	Simone Coetzee	scoetzee@essex.ac.uk
BSc part-time Programme Lead	Lindsey Nicholls	lindsey.nicholls@essex.ac.uk
BSc full-time Programme Lead	Selena Hammond	shammond@essex.ac.uk

Supporting students during placement



Role of the Practice Placement Lead

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

The Practice Placement Lead 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 Lead will take action as required.

Placement evaluation

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

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

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

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

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

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

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

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

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

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

Practice Educator Continuing Professional Development support

All educators are invited to attend an educator training course prior to taking a student on placement. These courses are designed to inform the educators about the occupational therapy courses at the university (content and philosophy), consider the aims and learning outcomes for the placement, discuss assessment and documentation procedures, supervision requirements and provide an opportunity to network with other organisations.

Practice educator training takes place both at the University of Essex and within practice settings as required. Half day courses provide an opportunity for new educators to familiarise themselves with the course curriculum and the professional development needs of the student on placement. It is expected that by attending a course new practice educators will have the requisite skills and knowledge to effectively support and supervise the student placement experience commensurate with placement education standards. In addition to the half day courses educators can access the schools online update for mentors and practice educators via MoodleX: <http://moodlex.essex.ac.uk/>. Educators can enrol online and complete relevant mandatory aspects for all and those specific for AHPs. There are additional optional choices: Students with additional needs, supervising underperforming students, NHS constitution, Service improvement followed by a short test of all mandatory aspects and one of the above choices. This can be completed prior to attending a half day course and in preparation for offering practice placement opportunities.

To ensure currency and continuation of practice educator development opportunities, a range of continuing professional development educator workshops are available at the request of placement co-ordinators and /or are negotiable with the tutor responsible for placement educator CPD.

The school also offers either a mentorship module for experienced placement educators to undertake the COT Accreditation of Practice Placement Educators' (APPLE) or support to complete the experiential route.

Placement Resources

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

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

Practice Placement stages – what happens and when

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

Placement Scheduling Times

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

Pre-placement

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

On being allocated their placement students are expected to:

- Complete Placement Advance information and SWAIN individual learning needs forms (Appendix 3) and send these to their practice educator with an introductory email devised by the student
- Students arrange a pre-placement visit if possible
- Students to identify specific placement requirements, for example NHS Trust inductions, additional DBS clearance or mandatory training
- Students obtain the following placement documentation:
- Online assessment document via email and Placement Profile forms, supervision logs, moving and handling logs and Case Study consent form from Pre-registration occupational therapy Placement Moodle page.

Student preparation for placement

Students will receive a pre-placement preparation workshop prior to the placement. This session is an opportunity for the students to familiarise themselves with the aims and learning outcomes of the placement. Students will then attend a mandatory debrief workshop following on from the placement.

Student Pre-placement preparation

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

Mandatory training

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

During the module preceding each practice placement students receive:

- Review of paperwork required
- Discussion of any issues relevant to the level of placement
- Discussion concerning written work and presentation of evidence of learning
- Mandatory Training is updated regularly and rigorously monitored to ensure that students are deemed fit to practice
- If you are attending a role emerging placement you will be required to attend an additional pre placement session in relation to role emerging placements.

Student support during placement

See page 34 for an overview of general support and Appendix 10 for an overview of the halfway tutorial process.

End of Placement de-brief

Students attend a mandatory debrief workshop at the University following the placement.

Post placement processes

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

General and practical issues in practice based education

Placement Hours

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

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

The practice educator is required to verify the placement hours worked by signing the following; student hours login the Practice Placement Education Assessment form accessed via the University SHHS website

<http://www.essex.ac.uk/hhs/placements/ot/default.aspx> See example in appendix 19.

Hours of working, weekends and Public Holidays

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

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

The BSc (Hons) and MSc programmes have been carefully scheduled, to make it less likely a public holiday falls within placements. For this reason, no placements are scheduled over Christmas/New Year and in most years, Easter and the early May bank holiday will also be avoided. BSc students will not be on placement for the August public holiday. However, many services continue to be delivered over public holidays, so students may be requested to cover these days if they fall within a placement. As with weekend working, advance notice should be given so this can be discussed and planned as appropriate.

Placement study time

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

Attendance

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

Sickness or absence from placement

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

Procedure in case of absence from placement

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

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

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

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

All absences must be recorded on the Student Practice Placement Absence Record form in the Practice Placement Education Assessment form accessed via the University SHHS website <http://www.essex.ac.uk/hhs/placements/ot/default.aspx> and signed by the practice educator. A GP medical certificate is required for absences of one week or more. GP medical certificates and self-certification sickness certificates must be promptly sent to the practice placement administrator and will be entered on the student record.

To obtain a self-certification form please email ipl-admin@essex.ac.uk

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

Car insurance information

If it is necessary for a student to use their car for official business purposes, other than getting to and from their placement i.e. on a community placement or carrying out visits to other organisations during their working day. Students must check that their insurance policy covers “official business purposes” and not just “social, domestic or pleasure purposes”.

Placement travel and accommodation expenses

NHS commissioned students in receipt of a bursary who have to undertake a practice placement which involves training in hospitals or community health services rather than a classroom may be entitled to have the cost of journeys between their term time residence and the placement site (which is not part of their University) reimbursed. This is providing the cost of travel to the practice placement site is greater than the normal travel cost from their term time residence to University.

All NHS funded students should have received from the NHS Student Grants Unit a Grant Notification Letter that will detail the amount and type of bursary they receive. If the student is assessed as ‘European Fees Only’ or Assessed Fees Only’ they will not be able to claim travel or accommodation expenses.

Students should also look to see if there is any amount detailed on the Grant Notification Letter as a ‘Travel Disregard’. If they do have travel disregard this means that they will be in receipt of a ‘0.00’ award and it is considered that students must pay the amount detailed as the travel disregard from their own resources to cover any placement expenses they may incur. Students may still submit claims but no additional payments can be made to cover placement travel and/or accommodation expenditure until the total of their claims exceeds that of the travel disregard.

A claim form must be completed by the student for each placement then signed and stamped by a placement administrator, before being sent to the NHS Student Grants Unit for processing. It is the student’s responsibility to photocopy the claim form for their records and to send the original to the bursary office. A placement administrator is unable to sign and stamp the form without a personal coversheet attached. This cover must be printed by the student from their Bursary Online Support System account.

Students should ensure that all tickets/receipts for public transport, parking and accommodation are kept as evidence in the event of a claim being made. Claim forms and information sheets with full details of how to claim are available from the placement administration office, STEM 4.23.

Accommodation

Accommodation may be available close to a placement and may be arranged through the placement provider or by the student as appropriate. Students are entitled to claim reasonable accommodation costs whilst on placement, if they are in receipt of a NHS bursary.

Professional Indemnity on placement

All pre-registration students from the University of Essex are required to register as student members of the College of Occupational Therapists (COT), which provides them with the benefit of additional professional liability insurance cover for practice placement education. OT students must be under supervision of a registered Occupational

Therapist in order for the insurance to be valid. This does not necessarily mean they have to be in eyeshot of each other. Band 5 occupational therapists and unqualified staff can also provide a valuable role in student education.

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

Health and Safety on placement

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

<http://www.essex.ac.uk/hhs/placements/ot/default.aspx>

Lone Working

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

Students must observe the OT Code of Ethics and Professional Conduct (COT 2015) at all times and refer to the placement organisation's policy and procedure specifically regarding risk assessment and safe management strategies for lone working situations. Students must understand and adhere to the placement services designated safe, practical and logistical processes for lone working e.g. sign-out and sign-in, travel, expected time scales, risk assessment, contact arrangements, emergency procedures and practice feedback mechanisms. Students have the right to refuse to undertake lone working if they feel it is outside their scope of practice or where it poses risk to their health and safety, or the health and safety of the people they are working with.

Dress code

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

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

If students feel they require more uniform they can purchase more but the University of Essex will not fund it. There is an online ordering portal set up where students can purchase additional uniform for their placement. The uniforms are listed by course and can be selected and paid for online. MATRIX Uniform portal:

http://www.essex.ac.uk/hhs/current_students/uniforms.aspx

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

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

Moving and Handling

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

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

Code of Ethics and Professional Conduct – Confidentiality & Consent

Students are required to be conversant with and adhere to the Code of Ethics and Professional Conduct for Occupational Therapists (COT 2015). Students are required to be particularly aware of the need to safeguard confidential information. Students must follow University guidelines for maintaining confidentiality and gaining signed consent when conducting a case study (Appendix 4) and in obtaining any information for portfolios to comply with the Health and Care Professions Council (HCPC) Standards of Conduct, Performance and Ethics (2012) and the Data Protection Act (1998).

So far as is possible, permission should be sought from service users to and consent to be treated by a student occupational therapist be documented (HCPC 2012). Please note; it is recognised that it is not always possible to ascertain or accommodate a service users' wishes for mental capacity or legal reasons. In such circumstances students and practice educators must always act in the service users' best interests and abide by legal and local requirements (COT 2011).

Disclosures and Barring Service (DBS)

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

Working with a family member or significant other

To avoid potential conflict of interest, students are asked to inform their practice educator and the Practice Placement Lead if it is found they would be working with a family member or significant other who may either be a patient or who could be involved in the student's placement assessment.

Equality Act 2010

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

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

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

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

<http://www.essex.ac.uk/hhs/placements/ot/default.aspx>

If a student discloses a disability, educators must request their permission to give this information to relevant colleagues. Practice educators who wish to discuss anything to do with a student's disability should contact the Practice Placement Lead, **Louise Andrews 01206 874312** as long as the student has given their permission for their disability to be discussed. Should students choose to withhold information about a disability or specific learning need the placement provider has no obligation to make reasonable adjustments and the lack of reasonable adjustment cannot later be used to gain extenuating circumstances if the student under performs during the placement.

If a student discloses a disability but withholds permission to discuss their disability, confidential advice is available from Disability Services at the University of Essex, ask to speak to Lynn Bowman Burns the Senior Disability Adviser. This can include further information on the legislation and discussions on what is reasonable,

- T 01206 872365
- E bowml@essex.ac.uk

Information on facilitating learning and reasonable adjustments for disability can be accessed at <http://www2.essex.ac.uk/stdsup/disab/home.shtm>

All Students have a responsibility to:

- disclose their disability to a member of the Disability Team in the Student Support Office at the University so appropriate adjustments may be discussed
- Apply to their funding organisation for assistance with costs related to their disability (further advice and guidance on who to approach is available from the Disability Team in student support at the University).

Whilst the Disability Team provide initial advice to all students it is the student's responsibility to contact the Disability Team if they require individual advice at other times and to notify the Student Support Office of changes in their circumstances and/or requirements.

Alternative placement arrangements

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

Statement on deferred placements

The programme leads meet with the Practice Placement Lead prior to each placement for placement allocation. Once the placement lead has allocated a student to a placement that the programme leads have deemed to be suitable the decision is considered final.

Placements cannot be deferred except in exceptional circumstances which relate to unavoidable circumstances and unforeseen difficulties, e.g. self or family illness or injury.

In such circumstances, the student must discuss the issue with the Practice Placement Lead and the relevant programme lead. Please note that, in such circumstances the student may be required to apply for extenuating circumstances (EC) for the placement module. When the student is fully recovered they may be required to attend an assessment from the University's Occupational Health Department to ascertain if they are fit for placement.

If at any point during the programme a student fails or defers a placement (with EC), then the student will undertake a re-sit at the earliest opportunity. This is usually during the next scheduled placement slot or over the summer period. This may result in the final placement being after the scheduled completion of the programme.

Student placement responsibilities:

- To broadly prepare for the placement - obtain information relating to the practice area
- To complete the advance information/SWAIN form and send to the practice educator in a timely manner
- To arrange & undertake a pre-placement visit where possible
- To confirm details of the placement with the practice 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 (2015) in all aspects of practice
- As future registrants of the Health and Care Professions Council students should be aware of and comply with the Standards of Conduct, Performance and Ethics (HCPC 2008).
- To use reflective practice as a tool for further development
- To inform the practice educator and the University of any change in personal circumstances which may affect the ability to complete the placement
- To follow the University procedures
- To complete relevant paperwork by the required date
- To behave in a professional manner at all times
- To record practice experiential learning in a professional development portfolio
- To contact the Practice Placement Lead immediately should difficulties arise

Practice educator responsibilities:

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

Whistle-Blowing and Escalating Concerns for Students

In situations where you are concerned about any aspects of care delivery you must adhere to guidance from the College of Occupational Therapists - Code of Ethics (2015) and HCPC Standards of conduct, performance and ethics (2012). Should you at any time have concerns regarding the standard of care in your placement, or if you observe poor practice, you must discuss this with your Educator or the service manager in the first instance. You must also inform the University of these concerns; the most effective way of doing this is to contact your visiting tutor. The visiting tutor will listen to your concerns and may involve other members of the team to establish further information. If appropriate the decision may be taken to remove you from the placement. The Programme Lead or professional lead for occupational therapy will take the concerns forward with the relevant authorities.

Placement assessment process

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

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

- Online assessment forms incl. learning contract, absence form, hours log
- Supervision logs/action plans
- Practice placement hours profile
- Moving & handling log
- Student placement evaluation form – accessible via PEMS
- Practice educator placement evaluation form – accessible via PEMS
- Checklist for completion

For the most up to date practice placement handbook and placement documentation please follow this link: <http://www.essex.ac.uk/hhs/placements/default.aspx>

Assessment requirements

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

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

Halfway assessment

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

Formal final assessment

A formal final (summative) assessment meeting is held at the end of the placement. The practice educator is required to complete both part one – professional conduct and part two- professional practice – final assessment form indicating the level of achievement with clear supporting comments with areas for future learning and development.

Each of the five sections of the placement assessment form must be awarded a pass or fail. All performance criteria must be met and the student must obtain a Pass in each of the five sections in order to satisfactorily complete placement practice components. It is a requirement that specific examples of the student's performance must be given in each

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

MSc and BSc (Hons) Assessment

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

Part 1 Professional Conduct

This part of the assessment includes learning outcomes for safe practice, non-discriminatory practice and professional behaviour. The student's performance must be satisfactory in all three learning outcomes in order to pass the placement. Failure of any of these three outcomes at any stage of the placement will override part 2 and cause the student to fail the placement. In a situation where there is concern relating to safety or professional behaviour a written warning must be completed and must be signed by both student and practice educator. A written warning does not constitute failure. **Educators: please ensure you place a tick in the relevant box, sign and date to indicate pass or fail for each outcome in Part 1. The Assessment form is on page 10-11 in the assessment form. This can also be seen of the page 104-105 of this document.**

Part 2: Professional Practice

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

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

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

After discussion between the practice educator and the student, the practice educator will make the final overall pass/fail marking for all placements using the guidance provided in the Practice Placement Education Assessment form accessed via the University SHHS website <http://www.essex.ac.uk/hhs/placements/ot/default.aspx>

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

Risk of failure

Guidance for practice-based educators, supervisors and assessors

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

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

All involved (students, placement providers and educators, university staff, and professional regulators) need to be assured that sufficient learning opportunities have been provided in placement and that continuous robust assessment of practice learning has been undertaken. It is likely that students will be working towards or meeting the assessment criteria during their placement. It is imperative that, where there is a risk of failure of one or more of the agreed assessment criteria, actions are put in place to mitigate this risk (Appendix1).

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

Overview of practice-based learning and assessment

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

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



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

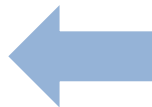
- exceeding the expectation set in assessment criteria
- achieving the expectation set in assessment criteria
- working towards the expectation set in assessment criteria
- **at risk of failure of one or more assessment criteria**



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



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



The final summative practice assessment is completed.

Students who pass their placement may progress on the programme.

Student who fail may be offered one further retrieval placement.

Risk of Failure process

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

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

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

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

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

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

Initiating the the "Risk of Failure" process

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

Follow-up from university

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

Review of Progress

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

Fitness to Practise

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

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

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

To initiate a Fitness to Practise referral, you will need to email v.j.scott@essex.ac.uk, stating your specific concerns.

Thank you for your support in the education of students from the University of Essex.

Failure of Practice Placement modules

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

Guidelines for Removal from Placement

The University recognises the need for termination of a placement where a student's behaviour seriously breaches codes of conduct or procedures operating in the practice setting or the professions' Code of Ethics & Professional Conduct (COT 2015). Evidence of professional unsuitability or misconduct and/or ill health must be clearly documented, in conjunction with the University to support the practice educator's decision to exclude the student from the workplace. The educator will need to complete part 1 – professional conduct in the Practice Placement Education Assessment form accessed via the University SHHS website <http://www.essex.ac.uk/hhs/placements/ot/default.aspx> In extreme cases the practice educator has the right to send the student off site immediately, but must notify the Practice Placement Lead 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

The student is responsible for returning placement documentation to the school including the final copy of the signed assessment form which includes hours and absence logs. All paperwork is to be submitted online via the students university email to: otassessment@essex.ac.uk on the day of the placement debriefing workshop. If paperwork is incomplete this is likely to result in a delay in completion of the course. The remainder of placement documentation: supervision logs and other reflective logs/material are to be filed in the student's Student Continuing Professional Development (CPD) portfolio and be available for use in discussions and for external moderation purposes if required. Student placement evaluation forms must be completed on PEMS and a separate evaluation form to be given to your educator on the last day of

placement. All students must attend a mandatory debrief session at the end of each placement.

It is the students' responsibility to ensure ALL elements of the assessment form are completed. All paperwork is to be submitted the form is to be submitted by FASer on the last day of placement. It may be possible to negotiate with the programme lead and placement lead up to 1 weeks delay for submission. If paperwork is incomplete this is likely to result in a delay in completion of the course. Including: accurate hours and absence records service development project box (where appropriate), SWAIN analysis and pass or fail where indicated. Students should retain a copy as once submitted assessments will NOT be returned. Submission of incomplete or inaccurate booklets is likely to prevent completion of the related module and therefore potentially the course.

Student placement evaluation forms must be completed on PEMS after each placement.

Negotiated learning contract

Students and educators will negotiate a learning contract which will relate effectively to the overall learning outcomes for the placement. The Learning Contract reflects the self-directed nature of learning within the total programme enabling students to identify learning outcomes that are specific to their individual requirements.

Hence, the Learning Contract is used to guide and individualise the student's learning experience and to provide a clear plan for their specific learning and experience throughout the placement.

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

Learning Contract Objectives

The learning outcomes can be identified within the module details in this handbook. The student and educator should use the module learning outcomes and SWAIN to negotiate and agree learning objectives, recording them in the learning contract. There should be learning objectives for each of the five areas of practice, listed on the Assessment Summary within the assessment documentation. These learning objectives should be SMART (specific, measurable, achievable, realistic, timely) and cross referenced on the assessment form. To help you, suggested general statements for learning objectives are listed on page 8 of the assessment documentation. Further discussion will take place as part of the halfway monitoring of the placement by a university tutor. The student's performance must be satisfactory in each of the practice areas relevant to the placement setting in order to pass the placement.

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

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

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

A useful starting point for the basis of drawing up learning contract 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?

Placement levels	Terminology examples to support development of learning objectives for assessment for each area of practice
Level 4	Observe, identify, demonstrate, describe, basic understanding, discuss
Level 5	Discuss and critically evaluate, develop and maintain, integrate, apply, summarise, build and sustain professional relationships, analyse
Level 6	Be able to assess and manage, synthesise, evaluate and critically analyse, debate, determine appropriate actions, monitor and review, critically evaluate own practice

Examples Based on Blooms Taxonomy

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.



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

Supervision

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

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

In **traditional and non-traditional settings** the student would be supervised by the on-site occupational therapy educator

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

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

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

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

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

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

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

The Supervision Log and action plan

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

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

Guidelines for Role emerging placements

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

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

Benefits of role-emerging placements

- The student has opportunity to learn and experience alternative perspectives to identifying and meeting service user need in other sectors of communities
- The student 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 student supervision
- Optimise potential for furthering collaborative service development work

Student supervision for role-emerging placements

In common with students from other health professions who undertake placements, occupational therapy students 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 student. In

addition, professional supervision of the student and assessed components would be provided by a nominated 'off site' registered occupational therapist in practice of 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 students' progress throughout the placement.

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

Promoting and accessing role emerging placement opportunities

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

Students have access to available placement information on Moodle and have the opportunity to attend an interest session to find out more about these diverse practice placements.

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

Further information about role emerging placements can be found in the guidance documents: Developing the occupational therapy profession: providing new work-based learning opportunities for students via the following link <http://337492-web3.cot.co.uk/sites/default/files/publications/public/Developing-the-OT-profession01.pdf> (available to members of the British Association of Occupational Therapists).

If you have an interest in attending or supporting role emerging placements contact role emerging lead for OT: Nikki Williamson nwill@essex.ac.uk or 07990566582.

Practice Placement Education Quality Assurance and Monitoring

The Occupational Therapy programme and each placement provider have a shared responsibility to ensure that the student placement experience offers a constructive & individualised learning environment that meets requisite professional and regulatory body placement and educational quality standards and guidelines. COT (2008), HPC (2012), QAA (2007), DoH (2001)

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

- An audit is carried out by each organisation prior to students commencing placement. All students and educators are requested to provide feedback on the placement within 2 weeks of completing the placement. Student feedback will be stored on PEMS and will be available for educators to view following on from the placement.

- Non-traditional and role emerging placement areas must complete a health and safety checklist. This will be completed by a person within the organisation and returned to the University role emerging placement tutor.
- Placement halfway tutorial– monitoring form – screened/reviewed by academic tutor / Practice Placement Lead – action as required
- Student placement evaluation - reviewed by Practice Placement Lead – action as required
- Practice educator placement feedback - reviewed by Practice Placement Lead – action as required
- Practice educator development events/course evaluation - reviewed by Practice Placement Lead /academic 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 practice educators are required to sign a placement standards agreement summarising the standards in the following key areas:

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

Student Information File

An appropriately structured and up to date practice placement information file is potentially a useful learning resource for students, their practice educators and other service providers involved in the education of occupational therapy students. The file can be a reference point to assist students in their induction and orientation to the placement, personnel and the services it provides. It can give indicators to the variety of general and more specific learning resources and opportunities available to the student. It can also contain an outline of practice educator and student support and development processes and the mechanics expected in the provision of the student's placement learning and assessment experience. At the same time the file contents can also usefully provide a ready source of evidence for meeting the professional and statutory benchmark standards and guidance contained in the following documents:

College of Occupational Therapists (2015) Code of Ethics & Professional Conduct Online at <http://www.cot.co.uk/standards-ethics/professional-standards-occupational-therapy-practice> (accessed 27th August 2015)

College of Occupational Therapists (2008) Pre Registration Education Standards Online at <https://www.cot.co.uk/publication/z-listing/college-occupational-therapists-learning-and-development-standards-pre-regis-0> (accessed 25th April 2016)

College of Occupational Therapists (2011) Professional Standards for Occupational Therapy Practice London College of Occupational Therapists Online at <http://www.cot.co.uk/standards-ethics/professional-standards-occupational-therapy-practice>

Health and Care Professions Council (2012) Guidance on Conduct and Ethics for Students Online at <http://www.hpc-uk.org/apply/students> (accessed 22nd April 2016)

Health and Care Professions Council (2012) Standards of Conduct, Performance & Ethics <http://www.hpc-uk.org/publications/standards/index.asp?id=38> (accessed 22nd April 2016)

Health and Care Professions Council (2012) Standards of Education & Training Online at <http://www.hpc-uk.org/aboutregistration/standards/sets> (accessed 22nd April 2016)

Health and Care Professions Council (2013) Standards of Proficiency- Occupational Therapists Online at <http://hpc-uk.org/publications/index.asp?id=45#publicationssearchresults> (accessed 12th August 2013)

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 22nd April 2016)

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

Practice Placement processes

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

Organisation or Service philosophy and information

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

Legal and ethical frameworks and practice

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

Placement service quality – Clinical governance

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

Placement education quality

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

Placement support processes

- How the service and University supports practice educators and students

Local useful information not already contained in a student information pack

- Promoting work life balance

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

References

College of Occupational Therapists (2015) Code of Ethics & Professional Conduct Online at <http://www.cot.co.uk/standards-ethics/professional-standards-occupational-therapy-practice> (accessed 27th August 2015)

College of Occupational Therapists (2008) Pre Registration Education Standards Online at <https://www.cot.co.uk/publication/z-listing/college-occupational-therapists-learning-and-development-standards-pre-regis-0> (accessed 25th April 2016)

Health and Care Professions Council (2008) Standards of Conduct, Performance & Ethics <http://www.hpc-uk.org/publications/standards/index.asp?id=38> (accessed 22nd April 2016)

Health and Care Professions Council (2012) Standards of Education & Training Online at <http://www.hpc-uk.org/aboutregistration/standards/sets> (accessed 22nd April 2016)

Parliament of United Kingdom (1998) Data Protection Act 1998 Online at <http://www.legislation.gov.uk/ukpga/1998/29/contents> (accessed 22nd April 2016)

Parliament of United Kingdom (2010) <https://www.gov.uk/guidance/equality-act-2010-guidance> (accessed 25th April 2016)

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 22nd April 2016)

Introduction to OT placement documentation appendices

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

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

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

Students are expected to bring with them all placement documentation including assessment forms in the requisite colour coded paper format as below:

MSc & BSc (Hons)	Placement No	Assessment Form colour
Level 4	1	Yellow
Level 5	2 & 3	Orange
Level 6	4	Green

Students will also 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.

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

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

<http://www.essex.ac.uk/hhs/placements/default.aspx>

**Appendix 1
Pre-registration Practice Education Danger of Failure Form**

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

Student		Date	
Programme of Study		Level/Type of Placement	
Practice Educator		Clinical Speciality	
Placement Locality, i.e. trust, hospital		University Lecturer	
Indicators of poor performance: (these must be aligned with the relevant placement assessment criteria)			
Indicator 1			
Indicator 2			
Indicator 3			
Indicator 4			
Indicator 5			
Student and date (cont)			
Objectives to be achieved by first review: (these should include what action will be taken and how success will be			

demonstrated)	
Objective 1	
Objective 2	
Objective 3	
Objective 4	
Objective 5	
Date of Review: (Usually 1 week after this form is completed and then weekly until student is performing at the required level or has failed the placement).	

Signature of Student

Signature of Practice Educator

Signature of University Lecturer

Pre-registration Practice Education Danger of Failure Review Form

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

Student		Date	
Programme of Study		Level/Type of Placement	
Practice Educator		University Lecturer	
Current student performance in relation to the indicators of poor performance identified on the original danger of failure form dated _____:			
Progress on Indicator 1			
Progress on Indicator 2			
Progress on Indicator 3			
Progression on Indicator 4			
Progress on Indicator 5			
Student and date (cont)			

Current student performance in relation to the objectives to be achieved identified on the original danger of failure form/last review form dated _____ :		
Progress on Objective 1		
Progress on Objective 2		
Progress on Objective 3		
Progress on Objective 4		
Progress on Objective 5		
Summary of student's current level of performance:		
Student and date (cont)		
Recommended Further Action:		
Is the student now passing the placement?	YES	NO
(If yes the student can be signed off from the danger of failure process below)		
Has the student now failed the placement?	YES	NO

(If yes sign off this form below and complete placement assessment documentation indicating failure of the placement).	
Is the student still on a danger of failure? YES NO (If yes indicate objectives to be met by next review, set review date and sign off below)	
Objectives to be achieved by next review:	
Objective 1	
Objective 2	
Objective 3	
Objective 4	
Objective 5	
Date of Review: (Reviews should usually be undertaken weekly until student is performing at the required level or has failed the placement).	

Signature of Student _____

Signature of Practice Educator _____

Signature of University Lecturer _____