



University of Essex

# **Practice Placement Handbook**

**Academic Year 2017/18  
Cohorts: BSc (Part time) 2014/15**

**School of Health and Social Care  
BSc (Hons) Occupational Therapy**

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## Introduction

Welcome to the University of Essex Practice Education Handbook. Practice placements are an integral part of professional education programmes and should be a positive and satisfactory experience for both practice educators and students. To maintain quality practice education requires partnership between the University of Essex and all healthcare providers; both parties have a responsibility to enhance the student experience through open communication channels.

If you have any queries about any aspect of practice education please contact: Jade Shortland, Natasha Lloyd, Wendy Singleton - Placement Administrators, 01206 874312 or 874974, Email: [hhsplace@essex.ac.uk](mailto:hhsplace@essex.ac.uk)

We aim to resolve any issues of complaint as speedily as possible. If you are a student and wish to raise a complaint, please follow the University of Essex Complaints Procedure:  
<http://www.essex.ac.uk/students/experience/complaints.aspx>

If you are a Practice Educator and 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 [vjport@essex.ac.uk](mailto:vjport@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 4 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 clinical and transferable skills across a range of clinical specialities and client groups. The Health and Care Professions Council (HCPC) Standards of Education and Training (2012) Standard 5.4, states that practice learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.

The University of Essex delivers both BSc (Hons) and MSc (pre-registration) programmes in occupational therapy.

Programme and placement information provided in the handbook includes:

- Timetable of placement and academic components for BSc (Hons) and MSc programmes
- The objectives covered within each academic module
- The rationale and learning objectives for each placement
- Details of the placement assessment process
- Placement procedures and guidelines
- The methods used to monitor placement quality assurance

Please note: for easy reference all placement documentation with supportive examples (where appropriate) are contained in the appendices.

## **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 client based 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 highly skilled and experienced clinicians 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. Placements abroad may be considered in the later stages of a course where opportunity and resources permit.

## **Important information about placement organisation**

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 & 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”.**

**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]

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 tutor.

## **Placement Project**

### **Case study**

#### **General guidelines for all client based case studies**

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.

The study will include information relevant to the occupational therapy process as appropriate to the service area and to demonstrate student clinical reasoning processes at an appropriate level for stage of training.

- Overview of person referred to the service
- Reason for referral
- Primary and secondary 'problems' / needs
- Impact of condition/episode on person's lifestyle
- OT process – assessment - how needs are identified
- Guiding theory – model of practice, intervention approach
- Workplace practices guiding intervention – local policies/procedures/legislation
- Aims of OT intervention
- Planning and implementation of treatment/activity
- Evaluation – how has person benefited from OT?
- Service/resource limitations
- Future plans and actions
- 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.



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

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 are required to write a reflection using the PDSA form (further information can be found on the HHS Service Improvement Moodle page <https://moodle.essex.ac.uk/course/view.php?id=1367>)

### Occupational Therapy Programmes

The University of Essex provides three routes to registration as an Occupational Therapist with the Health and Care Professions Council. However this handbook solely relates to the BSc Part time programme (pre 2016 cohorts)

- Four year part-time BSc (Hons) with 5 practice placements ranging from 4 – 8 weeks in duration.

### Practice Placement Calendar for BSc (Hons) & MSc Occupational Therapy

Placement Dates	Placement	o. of Weeks	Programme route	Level	Student numbers
01/01/2018-02/03/2018	4	8	BSc 2015	5	13
10/10/2017-15/12/2017	5	8	BSc 2014	6	10
Total placements required					23

### Student professional development and placements

Professional development occurs as the student progresses through the course and matures as a therapist. It is expected that, through ongoing formal and informal placement assessment feedback mechanisms, the student is enabled to identify transferable skills and knowledge that can be generalised to successive practice placement or academic experiences. Specific placement expectations at each level must be adhered to when negotiating and organising the student's placement

experiences. This will ensure a relevant level of responsibility and expected achievement of individual and placement learning objectives.

### **BSc Hons (pre-registration) Occupational Therapy**

Practice placement education is an integral part of the programme and accounts for one third of the final award (120 credits). Occupational therapy professional skills and experiences together with collaborative inter-professional practice experience gained during placements are integrated throughout the academic content of the programme.

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 1000 hrs in practice through the completion of five practice placements.

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

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

### YEAR ONE

<b>HS152</b> Health and wellbeing in Inter-professional Practice 30 credits, Level 4	<b>HS154</b> Foundations of Occupational Therapy Practice 15 credits, Level 4	<b>HS153 Bio-psychosocial Perspectives of Occupation</b>	<b>HS156</b> Practice Placement 1 (Full-time 4 weeks) 15 credits, Level 4
		<b>HS155 Performance and Occupation</b> 15 credits, Level 4	

### YEAR TWO

<b>HS157</b> Reflection in Occupational Therapy Practice 15 credits, Level 4	<b>HS158</b> Practice Placement 2 (Full-time 5 weeks) 15 credits, Level 4	<b>HS251</b> Occupational Therapy in Physical and Mental Health 30 credits, Level 5	<b>HS253</b> Practice Placement 3 (Full-time 8 weeks) 30 credits, Level 5
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### YEAR THREE

<b>HS254 Skills for Practice</b> 15 credits, Level 5	<b>HS256</b> Practice Placement 4 (Full-time 8 weeks) 30 credits, Level 5	<b>HS352</b> Contexts of Professional Practice 30 credits, Level 6
<b>HS257 Research and Evidence for Practice 1</b> 15 credits, Level 5		

### YEAR FOUR

<b>HS357</b> Research and Evidence for Practice 2 30 credits, Level 6	<b>HS355 Competence in Occupational Therapy Practice including Practice Placement (5 full-time 8 weeks)</b> 45 credits, Level 6	<b>HS358 Research and Evidence for Practice 3</b> 30 credits, Level 6
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## **Programme Content - BSc (Hons) Occupational Therapy Level 4**

### **Health, Well-being and Inter-professional Practice HS152**

The aim of the module is to introduce students to the models and perspectives of health shaped by culture and society. In addition students will begin to explore the concepts of ethics and values in relation to the above and consider the impact that this can have on the service user. Students will gain experience of working in inter-professional groups and the use of a range of communication strategies to foster collaborative working, including the use of Moodle.

### **Foundations of Occupational Therapy Practice HS154**

Explore and identify the role of occupational therapy within health and social care provision. The meaning and value of the profession's philosophy are examined and tracked through the underpinning theoretical perspectives of current practice.

### **Bio-psychosocial aspects of occupation HS153**

This module is designed to provide an introduction to the biological, psychological and social science basis of occupation. It is not expected that you will have any prior knowledge of the disciplines, but those who do can build upon their current knowledge. Students are expected to make use of their own life experiences, and illustrations relevant to occupational therapy will be made where possible

### **Performance and Occupation HS155**

This module develops an understanding of the demands that normal activity places on people. This paves the way for analysing where and how people may experience functional difficulties in their lives. Opportunities are provided for students to practice activity analysis which underpins occupational therapy intervention and the provision of treatment and/or solutions for identified problems

### **Practice Placement 1 HS156**

This introductory 4-week practice placement provides students with the opportunity to experience occupational therapy practice where they can observe and describe, with guidance, the ways in which OT professional philosophy and theory are interpreted and applied in a multi-disciplinary service provider environment. The emphasis of this module is on observation of professional practice with levels of active participant involvement, particularly in information gathering, negotiable as the student develops confidence and the skills of safe practice. The student will have opportunity to develop basic integration of theory with practice skills. Professional suitability is assessed in detail by means of a proforma in which professional, interpersonal, and a limited range of practice skills are assessed.

### **Reflection in Occupational Therapy Practice HS157**

The concept of reflective practice has gained considerable favour among professionals and educators in recent years. Occupational therapists often face unique and challenging situations that produce personal, professional and ethical dilemmas, conflicts and problems. These situations may be linked to client interventions, occupational therapy roles, multidisciplinary and multi-agency working and the contexts of practice. Reflective practice promotes flexibility of approach, a critical view of practice, a sense of confidence in professional identity, and a clearer focus for evaluating the actions of self and others. This module provides a facilitating environment where such development

can take place, contextualised within a wide framework of practice environments and based on students' experiences in practice.

### **Practice Placement 2 HS158**

This five-week second practice placement provides students with the opportunity to experience a different service user environment. They will continue to observe and analyse, with guidance, the ways in which OT professional philosophy and theory are interpreted and applied within a different OT practice setting and through reflection will develop increased awareness of OT and multidisciplinary working practices. Again, the emphasis for this module is on a negotiable level of participant involvement in information gathering and to extend this to planning & implementing intervention, as the student develops in confidence and skills of safe practice. The student has opportunity to further develop understanding of basic underpinning OT theoretical frameworks guiding practice. Professional suitability is assessed in detail by means of a proforma in which professional, interpersonal, and a limited range of practice skills are assessed.

### **Level 5**

#### **Occupational Therapy in Practice (Physical and Mental Health) HS251**

This module is designed to examine issues of mental health and ill-health and the impact these have on human performance. A variety of issues will be explored from a bio-psychosocial perspective. The complexities of occupation are considered and the role of the occupational therapist in enabling clients and carers to deal with the effects of physical and mental-ill-health created by trauma or disease will be examined. The theoretical and philosophical basis of occupational therapy practice will be applied throughout this module, using a reflective approach.

#### **Practice placement 3 HS253**

This first 8-week placement continues the development of the students' practice experience with other client/patient groups enabling them to expand & develop professional knowledge and skills. The experience will enable them to take increased responsibility in the occupational therapy process by beginning to make professional judgments based on clinical reasoning processes. Professional suitability and developments are assessed in detail by means of a proforma, which reflect increased demands for involvement with clients and therapy and an increasingly analytical approach to practice.

#### **Research and Evidence for Practice 1 HS257**

In this module, students will be introduced to qualitative and quantitative data, the data collection techniques and the issues surrounding validity, reliability and trustworthiness of data. The purpose is for students to experience and learn from the realities of planning and conducting research and interpret the findings, in the academic setting. Group activity will be undertaken within an inter-professional learning environment. Students will be encouraged to work in autonomous groups to collect and analyse data appropriately.

#### **Skills for Practice HS254**

This module aims to develop the students' understanding of therapeutic activity and occupation in occupational therapy. They will gain an experiential knowledge and understanding of the components required to perform a skill and focus on adaptation of the environment and change in the individual enabling clients to adapt to new situations and needs.

### **Practice placement 4 HS256**

In this level 5, 8-week module, students have the opportunity to experience work with a third client group and to draw upon previous knowledge and experience to manage a small caseload, or take equivalent responsibility, under supervision. Professional judgements will be based upon sound theoretical knowledge. Professional suitability and development are assessed using a pro forma which demands increased levels of professional skills and increasingly critical appraisal of students' practice from a sound knowledge base.

### **Level 6**

#### **Contexts of Professional Practice HS352**

This module aims to develop students' skills in relation to leadership, innovation and entrepreneurship. Through completion of the module learning students acquire an understanding of the legal, political and cultural contexts in which occupational therapy practice occurs. Students consider occupational therapy practice in relation to developing societal trends, government policy, research evidence, legislation and ethics. Such learning is then extended by supporting students in identifying and exploring novel and emerging areas of occupational therapy practice. Leadership, management and business development are all included in the module teaching, in order for students to explore different service delivery structures and models (for example, social enterprise). Students' learning culminates in the completion of a patchwork text, which is focused around students' chosen innovative area of occupational therapy practice, for the module assessment.

#### **Research and Evidence for Practice 2 HS357**

This inter-professional module focuses on facilitating the understanding of research design and analysis by examining quantitative and qualitative methodologies. This will be built on the first hand experiences of data collection and analysis for from Research and Evidence for Practice 1. The concept of critical thinking will be addressed and linked to assessment through the critical analysis of research papers. Philosophies which underpin research approaches will be considered. The implications of the nature and overall quality of professional research literature as evidence to inform practice will also be considered.

#### **Research and Evidence for Practice 3 HS358**

This module is designed to support students in the preparation and submission of an undergraduate project/ dissertation. Students are expected to undertake their work in an autonomous fashion, under the supervision of allocated tutors. Students will be expected to present the implications to practice of their proposal at an Inter-professional Conference at the end of the module.

#### **Competence in Occupational Therapy Practice HS355 incorporating Practice Placement 5 HS355**

This module will enable the student to investigate professional practice within clinical, ethical, legal and managerial frameworks in preparation for professional practice. There will be an opportunity to explore aspects of practice and examine the influence of current trends. The student is required to demonstrate the ability to integrate theory with practice in order to provide evidence of competence to practice. The student will be expected to manage a small caseload.

## **BSc (Hons) Occupational Therapy placement experience: levels and performance expectations**

The BSc Hons students undertake five practice placements over the four year period, which gives them a range of placement opportunities, reflecting the variety of settings in which occupational therapy is delivered

### **Practice placement 1 (4 weeks) level 4**

- Requires student observation of and a negotiable level of basic participant involvement in practice under close supervision
- Enables the practice of occupational therapy and the application of professional core skills, activity, values and beliefs to be experienced and understood.
- Student develops practice skills and understanding through observation of and involvement in information gathering processes and discussion of planning and implementing treatment.
- Requires basic practice skills to be demonstrated and students will begin to develop the ability to integrate theory and practice via basic reflection and presentation of case material

### **Practice placement 2 (5 weeks) level 4**

- This module requires transference and consolidation of understanding of basic OT core skills and knowledge, values and beliefs gained in placement one into a practice setting with different service user needs.
- Following identification of learning needs arising from the first placement experience the student will have opportunity to apply knowledge and skills in a negotiable increased level of participant involvement in occupational therapy practice with a different service user group.
- Student develops & consolidates basic skills and understanding through involvement in information gathering processes, planning and implementing treatment under supervision.
- Requires basic practice skills to be demonstrated and students will further develop the ability to integrate theory and practice via reflection, reasoning and presentation of case material

### **Practice placement 3 (8 weeks) level 5**

- Requires active participation in practice with guidance from the practice educator.
- Requires more responsibility to be taken in the occupational therapy process and involvement in making professional decisions.
- Develops skills and understanding through involvement in assessment and use of judgement to plan treatment, following through the occupational therapy process with guidance.
- Requires demonstration of effective skills and taking an analytical and reflective approach to practice
- Requires integration of theory with practice via presentation of material which considers identification & development of OT core skills

### **Practice placement 4 (8 weeks) level 5**

- Requires supervised responsibility to be taken for managing a small caseload.
- Requires professional judgements to be made based on sound theoretical knowledge.

- Develops skills and understanding through independent involvement in the whole occupational therapy process, making effective use of supervision.
- Requires demonstration of theoretical and practical problem solving skills and critical appraisal of practice.
- Requires consideration of NHS values observed in practice

### **Practice placement 5 (8 weeks) level 6**

#### **This placement forms part of the 45 credit competence in practice module**

- Requires student to take full responsibility for an allocated caseload.
- Requires the development of innovative and creative ideas for practice based on strong theoretical principles.
- Requires demonstrable evidence of competent practice and readiness for transition from student to therapist.
- Requires demonstration of a highly professional level of skills and the use of critical evaluation and reflection to continually develop practice.
- Requires consideration of NHS values observed in practice

Students are assessed according to the stage of education reached, with the final outcome of competency to practice.

### **BSc (Hons) Occupational Therapy Practice Placement**

#### **Case Study Presentation Guidelines**

Students are required to demonstrate integration of theory and practice and the development of occupational therapy clinical reasoning skills through a case study presentation of their understanding and level of involvement in case working practices.

#### **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.

#### **Placement 1 & 2 (BSc)**

Students on placements 1 & 2 should undertake a short client/patient-based study and aim to present their understanding of case information to their practice educator and a small (negotiated) number of others.

#### **Placement 3 (BSc)**

Students on placement 3 should take opportunity to demonstrate understanding and analysis of client need and OT intervention, distinguishing the application of core occupational therapy skills guiding intervention within wider multidisciplinary team working. Presentations should be between 15-20 minutes long and should be prepared and delivered in a professional manner.



#### **Placement 4 (BSc)**

Students on placements 4 may elect to choose to present a case study or a service improvement idea relevant to the service, which is to be negotiated with the practice educator. The presentation will be evaluated by the practice educator to form one source of evidence for the integration of theory into practice and clinical reasoning component of the assessment.

#### **Placement 5 (BSc)**

Students on placement 4 are required to present an area of service development relevant to the service, which is to be negotiated with the practice educator. The presentation will be evaluated by the practice educator to form one source of evidence for the integration of theory into practice and clinical reasoning component.

Students are required to write a reflection using the PDSA form (further information can be found on the HHS Service Improvement Moodle page

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

#### **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.

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

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.

#### **General guidelines for all client based case studies**

The study will include information relevant to the occupational therapy processes as appropriate to the service area and to demonstrate student clinical reasoning processes at an appropriate level for stage of training.

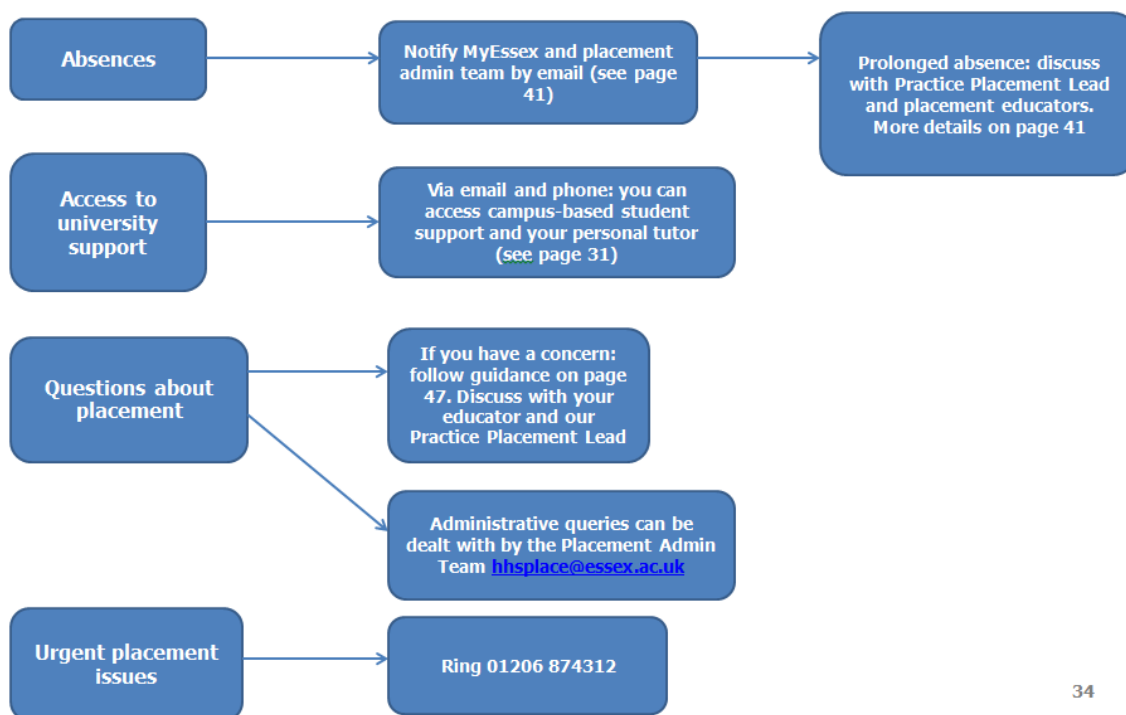
- Overview of person referred to the service
- Reason for referral
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- OT process – assessment - how needs are identified
- Guiding theory – model of practice, intervention approach
- Workplace practices guiding intervention – local policies/procedures/legislation
- Aims of OT intervention
- Planning & implementation of treatment/activity
- Evaluation – how has person benefited from OT?
- Service/resource limitations
- Future plans & actions
- Evidence base for study – source references

### **Placement education support**

The practice placement tutor, academic staff at the University of Essex and administration teams within the School of Health and Social Care support the placement experience for the student and their placement providers. Members of the University staff are directly involved in the students' placement experiences. Close links are fostered between school staff, practice educators and students through scheduled half way placement monitoring visits to all placements. 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 tutor, visiting tutor or programme lead to address concerns as they arise.

<b>Occupational Therapy Placement contacts at the University of Essex</b>		
<b>Placement administrators</b>	Jade Shortland -(currently on maternity leave) Jack Hickson	<a href="mailto:hhsplace@essex.ac.uk">hhsplace@essex.ac.uk</a> 01206 874312 / 874974
<b>Placement Absence Students should immediately email and complete the official form on MyEssex</b>	<a href="mailto:hhsplace@essex.ac.uk">hhsplace@essex.ac.uk</a>	Complete the official form on MyEssex
<b>Practice Placement Tutors</b>	Louise Andrews Practice Placement Lead	<a href="mailto:louisea@essex.ac.uk">louisea@essex.ac.uk</a> 01206 874312 / 874974
	Nikki Williamson (Role emerging lead)	<a href="mailto:nwill@essex.ac.uk">nwill@essex.ac.uk</a> 01206 874312 / 874974
<b>Practice Educator</b>	Erika Kerry	<a href="mailto:ekerry@essex.ac.uk">ekerry@essex.ac.uk</a> 01206874286
<b>Course Tutors</b>	Selena Hammond	<a href="mailto:shammond@essex.ac.uk">shammond@essex.ac.uk</a>
	Simone Coetzee	<a href="mailto:scoetzee@essex.ac.uk">scoetzee@essex.ac.uk</a>
	Anna Pettican	<a href="mailto:arpett@essex.ac.uk">arpett@essex.ac.uk</a>
	Mark Francis-Wright	<a href="mailto:mfrancis@essex.ac.uk">mfrancis@essex.ac.uk</a>
<b>MSc Programme Lead &amp; Professional Lead</b>	Wendy Bryant	<a href="mailto:wbryant@essex.ac.uk">wbryant@essex.ac.uk</a>
<b>BSc Programme Lead</b>	Anita Steinberg	<a href="mailto:astein@essex.ac.uk">astein@essex.ac.uk</a>

#### Supporting students during placement



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### Role of the Practice Placement Lead

The practice placement tutor is responsible for liaising with practice placement co-ordinators and/or other identified personnel in service settings to source appropriate placement opportunities for students to access. It is the practice placement tutor'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 tutor 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 tutor 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 University placement coordinators to continue to monitor placement experiences.

If you need to contact a member of University staff urgently or if you are worried about a student's evaluation please telephone the practice placement lead on 01206 874312 Louise Andrews.

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**

Halfway through the placement a tutor from the school will visit to meet with both student and placement educator. The student must contact the relevant tutor during the 1<sup>st</sup> week of placement to arrange the visit. Failure to do so may result in the commencement of the professional suitability procedure. The 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.

One visit is all that is required, however if there are areas of concern identified, subsequent visits can be arranged after consultation with the practice placement tutor.

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

During the placement the visiting tutor will discuss the following areas and record their observations on the appropriate half way visit monitoring form. 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**

Practice educators' courses take place both at the University of Essex at least three times a year and within clinical areas as required. One 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.

To ensure currency and continuation of practice educator development opportunities, a range of continuing professional development educator workshops including one day update sessions have been developed which aim to address themes and identified needs arising from placement education and the undergraduate curriculum. Details of

these opportunities are circulated periodically to 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 & 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 10. 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 72 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**

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. 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](mailto: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 [jpl-admin@essex.ac.uk](mailto:jpl-admin@essex.ac.uk)

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

### **Car insurance information**

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

### **Placement travel and accommodation expenses**

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; Jade Shortland, Natasha Lloyd or Wendy Singleton, 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 2S2.5.24.

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

If at any point during the programme a student fails or defers a placement, then the student will undertake a re-sit at the earliest opportunity. This is usually during the next scheduled placement slot. 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 Therapy's 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 student's performance throughout the placement and give regular feedback through formal and informal discussion and assessment recording
- To inform the University as soon as possible of any concerns regarding the 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.

#### **Fitness to Practise**

If Fitness to Practise (FtP) issues are raised about one of our students a referral is made to our professional suitability group who decide whether to appoint an investigating officer. If an investigating officer is appointed on receipt of their report the professional suitability group makes a referral via the University's FtP procedures. At that point the University would approach someone from practice from the appropriate professional group to join the decision making panel. The FtP procedure is available via the following link

[http://www.essex.ac.uk/hhs/current\\_students/fitness-to-practise.aspx](http://www.essex.ac.uk/hhs/current_students/fitness-to-practise.aspx)



### **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.

### **Assessment requirements**

The placement assessment form provides a comprehensive set of graded performance criteria, which 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 expected placement performance outcomes denoted at the beginning of each assessment document. Additional assessment marking guidelines and information are also included with each assessment form to help with grading performance.

### **Halfway assessment**

An assessment discussion will occur halfway through the placement. The assessment form may be used in conjunction with the completed learning contract and supervision logs to enable the practice educator and the student to identify learning progression. Development needs arising from the discussion should be recorded in the student's supervision log and will also be reflected in revision of the student's learning contract as appropriate.

### **Formal final assessment**

A formal final (summative) assessment meeting is held at the end of the placement. Both the student and practice educator are required to complete the correct assessment form. The student's copy of the assessment form is used to provide an opportunity to evaluate their own performance and to prepare for halfway discussion and the final formal report meetings.

Each of the four sections of the placement assessment form must be awarded a mark. All performance criteria must be met and the student must minimally obtain a Pass (40%) in each of the four 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 section to support the mark awarded and also to comment on where and how they can develop their future practice.

### **Assessment form**

#### **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 4 areas of professional practice: Communication, professional characteristics, OT process and clinical reasoning. Students must reach a satisfactory pass grade in all practice areas, a fail in one or more sections will result in overall failure 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 mark 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.

### **MSc Assessment**

After discussion between the practice educator and the student, the practice educator will make the final overall grading decision for all placements.

### **BSc (Hons) Assessment**

After discussion between the practice educator and the student, the practice educator will make the final overall grading decision for all placements.

### **Potential failure of placement**

The University of Essex uses a specific process for concerns around Occupational Therapy students' performance while on practice placements which must be adhered to. The process is used to provide support to both the student and the practice educator. If it becomes evident at any stage of the placement that the student is unlikely to successfully complete the placement.

1. The practice educator should specifically follow the steps outlined on the next page in the Danger of Failure Process, common to allied health profession programmes at the University of Essex
2. It is important that notification of issues arising from a student's performance should be notified to the practice placement tutor at the earliest opportunity. If a practice educator feels at any stage of a placement there are any concerns about a student's performance they must immediately contact the practice placement tutor **on 01206 874312** who will assist them with this process. Please do not contact any other university lecturer, use any other contact number or wait for the half-way visit.
3. The University of Essex process necessitates that a practice educator cannot fail a student unless the following danger of failure process has been followed, however following this process does not prevent a student from passing the placement.
4. Danger of Failure documentation information may be found in the Placement Documentation Appendix 15.

## University of Essex Danger of Failure Process

1	A practice educator feels that a student's performance is not of a satisfactory standard
2	The practice educator immediately contacts the University of Essex practice placement lead: Louise Andrews <b>OT – 01206 874312</b> and their concerns are discussed.
3	A danger of failure meeting time is agreed. This meeting will take place within 48 hours of the practice educator raising concerns and will involve a lecturer from the University of Essex, the practice educator and the student.
4	Before the meeting the practice educator will create a list of up to five indicators of the student's poor performance; these must be aligned with the relevant placement assessment criteria.
5	The University of Essex placement coordinator will contact the student before the meeting and discuss the issues and danger of failure process with them to enable the student to prepare a draft action plan to assist them in improving their performance to the required level.
6	At the danger of failure meeting a lecturer from the University of Essex will discuss the student's poor level of achievement both with the student and with the practice educator, individually. The student, practice educator and the lecturer will then discuss as a group to agree objectives for an action plan to assist the student in improving their performance to the required level. They must then complete a danger of failure form and retain a copy each. The original must be given by the lecturer to Jade Shortland for confidential storage in the student's placement file. Practice educator copies must be treated as confidential documents and must be destroyed when the student finishes the placement. If any assistance/advice is needed ring Louise Andrews <b>OT – 01206 874312</b> and their concerns are discussed.
7	A danger of failure review meeting must be arranged for one week after the initial danger of failure meeting.
8	At the review meeting, the lecturer will discuss the student's level of achievement both with the student and with the practice educator, individually. The student, practice educator and the lecturer will then discuss, as a group, the student's progress and agree to what extent the objectives on the action plan have been met. The danger of failure review form must be completed. 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 Jade Shortland for confidential storage in the student's placement file. Practice educator copies must be treated as confidential documents and must be destroyed when the student finishes the placement.  If the student is now achieving the required pass level the student can be signed off from the danger of failure process.  If the student has made improvement in some areas but is still in a danger of failure the objectives to be met by next review must be agreed and a further review date set for the following week.

	If it is evident that the student's level of performance is still not at the acceptable level, to achieve a pass, a decision can be made that the student has now failed the placement. The placement assessment documentation must be completed to indicate failure of the placement. Dependent on the wishes of the student and the practice educator, the student can be removed from placement at this time or continue in a non-assessed capacity. If any assistance/advice is needed ring Louise Andrews <b>OT – 01206 874312</b> and their concerns are discussed.
9	If a further review meeting was agreed stage 8 is repeated. If any assistance/advice is needed ring Louise Andrews <b>OT – 01206 874312</b> and their concerns are discussed.

In the event of failure of a practice placement, arrangements for the student to repeat the practice experience at a suitable time and in an appropriate location will be negotiated between the Practice Placement Lead and the student. A failure of the repeat practice placement will normally result in termination of the student's registration. Only two failed practice placements are permitted to be retaken as a second attempt. Students who fail more than two practice placements will normally be required to leave the programme. Refer to the Rules of Assessment: a link can be found in the relevant Programme Handbook.

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.

### **Halfway tutorial (See also Appendix 10)**

Halfway through the placement there will be a tutorial with a tutor from the university, the student and the placement educator. The student must contact the relevant tutor during the 1<sup>st</sup> week of placement to arrange a suitable time for the visit or telephone tutorial (see Appendix 10). Failure to do so may result in the commencement of the professional suitability procedure. The half way contact tutorial is an opportunity for the student and placement educator to review the placement experience, seek support, ask questions and gain further advice and feedback as appropriate. It is an opportunity to review the student's assessment progress and identify recommendations for further development. One visit or telephone is all that is required, however if there are areas of concern identified, subsequent visits can be arranged after consultation with the Practice Placement Lead. The halfway tutorial contact tutor monitoring form, which is filled out by the tutor, can be found in Appendix 12.

### **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 and any separate placement assignments for marking). 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. 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 booklet are completed. Completed booklets are to be submitted to the placement office within a week of placement completion. Including: accurate hours and absence records (front and back of booklet), service development project box (level 6 placements only), SWAIN analysis and % marks NOT grades (e.g. 2:1) where indicated. Any copies should be made before submission as once submitted booklets 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.

### **Student 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.

**This material forms core evidence of learning for the students CPD portfolio and will form part of the assessment for Competence in OT Practice (BSc Hons) and The Competent OT (MSc) modules.**

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.

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

### **The Learning Contract**

Placement expectations at different levels identify specific learning outcomes for each practice placement and set the standard across each placement. However, 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**

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 outcomes 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?

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

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.

The student's completion of their pre-placement SWAIN analysis (Appendix 3) will have started the process of answering some of these questions. It will also help their practice educator to identify and individually tailor information about placement opportunities and experiences available, together with essential knowledge for safe practice and the setting of realistic goals. These are then translated in learning outcomes that are SMART i.e. specific, measurable, achievable, realistic and time-framed for the placement.

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





**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

<b>Date Set</b>	<b>Learning Outcomes</b> Needs and interests, areas of essential knowledge and skill	<b>Learning Resources</b> Methods and situations for how and when learning can occur	<b>Evidence</b> Opportunities to show that learning objectives have been met	<b>Ongoing (✓)</b>	<b>Date met</b>
13/08/13	To gather information for preparing for an initial interview	To read through client notes prior to interview Observe 1 or 2 being carried out Read through initial interview form and familiarise self with questions	To prepare for an initial interview and devise a checklist considering any issues that may arise in preparation to carry out		Appropriate for BSc PP1 Level 4 example
13/08/13	To prepare for and carry out an initial interview under supervision	To read through client notes prior to interview Observe 1 or 2 being carried out – taking notes whilst observing and compare with educator Read through initial interview form and familiarise self with questions	To devise a checklist as above Arrange initial interview with client Complete initial interview assessment form Feedback to educator		Appropriate for BSc PP2 Level 4 example
13/08/13	To carry out an initial interview and identify intervention plan and possible outcomes	To read through client notes prior to interview Observe 1 or 2 being carried out – taking notes whilst observing and compare with educator Read through initial interview form and familiarise self with questions Observe interventions in practice	To devise a checklist as above Arrange initial interview with client Complete initial interview assessment form Feedback to educator		Level 5 example

13/08/13	To complete relevant aspects of the intervention plan and review outcomes	Observe groups and 1:1 intervention sessions Explore appropriate interventions in discussion with educator Consider appropriate outcomes	Complete all relevant documentation and note keeping Monitor client progress Discuss caseload with educator		Level 5 example
13/08/13	To demonstrate a sound understanding of all aspects of the OT process within the setting	To read through client notes prior to interview Observe 1 or 2 being carried out – taking notes whilst observing and compare with educator Read through initial interview form and familiarise self with questions Observe interventions in practice Explore appropriate outcomes	Complete initial assessment Devise an action plan for intervention Discuss possible outcomes Case presentation Reflections		Level 6 example

### **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

During supervision the student's 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.

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 clinical area
- 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

**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, this 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 placement coordinator.

## **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 or from the occupational therapy team at the university on a weekly basis.

There is an agreement that both the 'on site' supervisor and 'off site' occupational therapist work in close collaboration to monitor, assess and provide feedback about the 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 arranged to take place on or off site or a mix of these to suit both the student and supervisors needs as the placement progresses.

## **Promoting and accessing role emerging placement opportunities**

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

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://www.cot.org.uk/members/education/policy/guidance.php>

If you have an interest in attending or supporting role emerging placements contact role emerging lead for OT: Nikki Williamson 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;

- Placement halfway visits – monitoring form – screened/reviewed by academic tutor / practice placement tutor – action as required
- Student placement evaluation - reviewed by practice placement tutor – action as required
- Practice educator placement feedback - reviewed by practice placement tutor – action as required
- Practice educator development events/course evaluation - reviewed by practice placement tutor /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 tutor for action as appropriate
- 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.

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 & 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 <http://www.cot.co.uk/publication/books-z-listing/college-occupational-therapists-pre-registration-education-standards> (accessed 26th November 2012)

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>

Department of Health (2001) Preparation of mentors and teachers: a new framework of guidance Online at [http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_4007606](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4007606) (accessed 26th November 2012)

Health and Care Professions Council (2012) Guidance on Conduct and Ethics for Students Online at <http://www.hpc-uk.org/apply/students> (accessed 26th November 2012)

Health and Care Professions Council (2012) Standards of Conduct, Performance & Ethics <http://www.hpc-uk.org/publications/standards/index.asp?id=38> (accessed 26th November 2012)

Health and Care Professions Council (2012) Standards of Education & Training Online at <http://www.hpc-uk.org/aboutregistration/standards/sets> (accessed 26th November 2012)

Health and Care Professions Council (2013) Standards of Proficiency- Occupational Therapists Online at <http://hpc-uk.org/publications/index.asp?id=45#publicationssearchresults> (accessed 12<sup>th</sup> 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 26th November 2012)

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**

- Clinical 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 tutor.



**Placement Process Tracking - Occupational Therapy programme**  
**Practice Educator and University of Essex**  
**Tasks and resources**

<b>Practice educator ongoing tasks</b>	<b>University OT programme tasks/resources</b>
Discuss availability for student placements for forthcoming academic year with service OT student co-ordinator or with OT practice placement tutor – make provisional offers	Offer forms distributed by post/emailed to co-ordinators in March Offer forms available throughout year Distributed via practice educator courses, road shows, visiting tutors & on request
Ensure practice educator and clinical area details are current & logged on a placement information form, registered with university & copied for info in your student placement information file	Information forms distributed by post/emailed as required also via Visiting tutors, co-ordinators & individual contact, Educator courses & road shows Information is kept on file to form basis of updated placement electronic database Practice educators encouraged to record for placement information file
Update and develop practice educator knowledge & skills CPD – negotiate educator courses, road shows, and 1:1 support with line manager in conjunction with university OT programme. Offer input to university OT curriculum or other forums e.g. university OT admissions process	Practice educator development session programme distributed to practice educators 1 day practice educator course offered minimum x 4 annually Services can negotiate individualised workshops Visiting tutors (VT's) have development /support role during placement visits VT's update educators University OT invites clinician involvement in admission / other forums
Ensure that University OT placement education standards agreement is signed and current	University OT placement standards agreement sought & signed by each practice educator Updated 2 yearly intervals or on earlier notification of practice educator change / circumstances Placement education standards incorporated within practice educator course content
Ensure student information files, student materials are current Review file contents and update team information in line with placement standards	File contents information & assistance available from University OT practice placement tutor Placement standards included in practice educator course content, road show programme
<b>Before student arrives</b>	
On being notified of student placement offer uptake, by university and/or student advance information letter– respond with a standard format letter & answer student queries etc. Also ensure student will know how to prepare adequately for specific placement area – required background reading & thinking.	Student discusses outline needs for next placement with practice placement tutor PPT matches student needs with placement offer Student sends advance form to practice educator with outline needs Students receive individual & group placement preparation Placement Information forms &/or student

Will you offer a pre-placement visit opportunity to the student?	contact with/or visit to practice educator determines specific preparation required
Obtain a folder to store individual student placement paperwork	Student collates their placement paperwork and brings to the placement.
Refer to University of Essex OT practice placement handbook – familiarise self with specific learning outcomes for student level assessment criteria, learning contract & supervision recording formats	Each practice educator has electronic access to University of Essex OT practice placement handbook Placement outcomes & assessment forms included in practice educator packs Outcomes, contract & supervision formats discussed with VT Placement standards agreed
<b>On student arrival</b>	
Discuss team support and plan outline introductory schedule & induction for student Ensure whole team aware of student's level of training and placement learning outcomes.	Included on practice educator course content Placement induction checklist component Checked by VT Placement student evaluation Practice educator placement experience feedback
Clarify initial expectations of student performance for the placement and how team members may contribute feedback for students assessment	Discussed with VT Student feedback
Negotiate inter-professional learning opportunities for the student with team colleagues	Learning contract evidence VT ½ way monitoring Student feedback Practice educator feedback
Contact University of Essex OT practice placement tutor if more information is required for placement preparation	University OT practice placement tutor responds to practice educator/ student requests Email/correspondence/workshops/ visits/tutorials
Organise a student 'work- space', tray, diary etc. as appropriate to work area	Flexible working/ resource arrangements discussed during student prep sessions
Organise student induction training / resources / facilities (e.g. passwords / access to IT, record keeping systems, keys/entry codes, parking permit etc) relevant to service area	Included in practice educator course content Student induction checklist available Checked by VT Student feedback Practice educator feedback
Ensure that student receives a thorough induction/orientation to service & clinical practices	Included in educator course content Student induction checklist available Checked by VT Student feedback Practice educator feedback
Check that student has signed & returned their honorary contract (if appropriate)	Student to complete trust/ organisation specific process if applicable
Clarify expectations (and students) of formal & informal supervision; learning contracts, feedback & assessment report arrangements for the placement with the student. Negotiate / arrange supervision dates &	Student prep / tutorial session content Documentation / handbook available Checked by VT at halfway Student feedback

venues etc Ensure student understands self-assessment requirements. (Refer to practice placement handbook for student & practice educator responsibilities)	Practice educator feedback
Obtain copies of the UoE OT placement assessment forms from the student. Electronic copies available.	Student responsible for task Source from UoE OT practice placement tutor
Ensure student knows where & how to access IT / student information file / other resources / information re visits / tutorials / library etc.	Student has remote access to university email
Check if student requires any assistance / adjustments made for special needs and ascertain preferred learning styles	Practice educator course component Student has opportunity to declare special needs Students aware of own learning styles Discussed at ½ way with VT Learning contract

Organise date and time with student for visiting tutor to visit at half way	Students responsible for arranging ½ way visit with practice educator & VT ½ visit schedules notified to students prior to commencing placement
---	--

### **During Placement**

Formalise students' personal learning contract with them by end of week 1 as appropriate. Discuss / negotiate case study or aspect of placement presentation	Practice educator handbook Practice educator course content Case study guidelines ½ way visit discussion
Ensure formal supervision agenda is established by student & practice educator – use student supervision logs with student to record development / action points for themselves. Sign these off as true record of supervision session discussions and development points. Revisit learning contract regularly – revise with student at halfway as appropriate Ensure all student placement paperwork is photocopied on an ongoing basis	Practice placement handbook Practice educator course content Road show development workshop Case study guidelines ½ way visit discussion Student feedback Practice educator feedback
Complete informal half-way progress discussion and final formal assessment report with student Ensure student hours & absences are recorded accurately & signed off	½ way visiting tutor monitoring Assessment/supervision workshops Hours documentation checked & recorded
University OT visiting tutor will conduct a half-way visit with practice educator & student	½ way visiting tutor monitoring Visit monitoring form completed Form to practice placement tutor Feedback to personal tutor as required
Complete UoE OT placement evaluative feedback form & return	Practice educator feedback form collated with student feedback information Placement Issues of concern noted – action

	taken (Student feedback – basis for debriefing session)
Contact University OT practice placement tutor for advice, guidance & support if problems are encountered Record specific issues of concern/danger of failing performance issues - notify UoE OT practice placement tutor	University OT practice placement tutor will respond to educator/placement needs as appropriate & record action/advice/follow up action plans using Danger of Failure process
<b>After the student leaves</b>	
Ensure your copies of student paperwork are filed safely	Practice educator course component – rationale for placement records outlined
Reflect on placement – complete CPD portfolio - log your experiences	Practice educator reflection/CPD workshop / advice available. Placement feedback form sent by practice placement tutor
Negotiate support and / or development / placement needs with UoE OT practice placement tutor	Practice educator CPD workshops/support available
Undertake APPLE accreditation scheme	APPLE accreditation scheme available

## 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 <http://www.cot.co.uk/publication/books-z-listing/college-occupational-therapists-pre-registration-education-standards> (accessed 26th November 2012)

Department of Health (2001) Preparation of mentors and teachers: a new framework of guidance Online at [http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_4007606](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4007606) (accessed 26th November 2012)

Health and Care Professions Council (2008) Standards of Conduct, Performance & Ethics <http://www.hpc-uk.org/publications/standards/index.asp?id=38> (accessed 26th November 2012)

Health and Care Professions Council (2012) Standards of Education & Training Online at <http://www.hpc-uk.org/aboutregistration/standards/sets> (accessed 26th November 2012)

Parliament of United Kingdom (1998) Data Protection Act 1998 Online at <http://www.legislation.gov.uk/ukpga/1998/29/contents> (accessed 26th November 2012)

Parliament of United Kingdom (2010) Equality Act Online at <http://www.legislation.gov.uk/ukpga/2010/15/contents> (accessed 26th November 2012)

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 26th November 2012)

## 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:

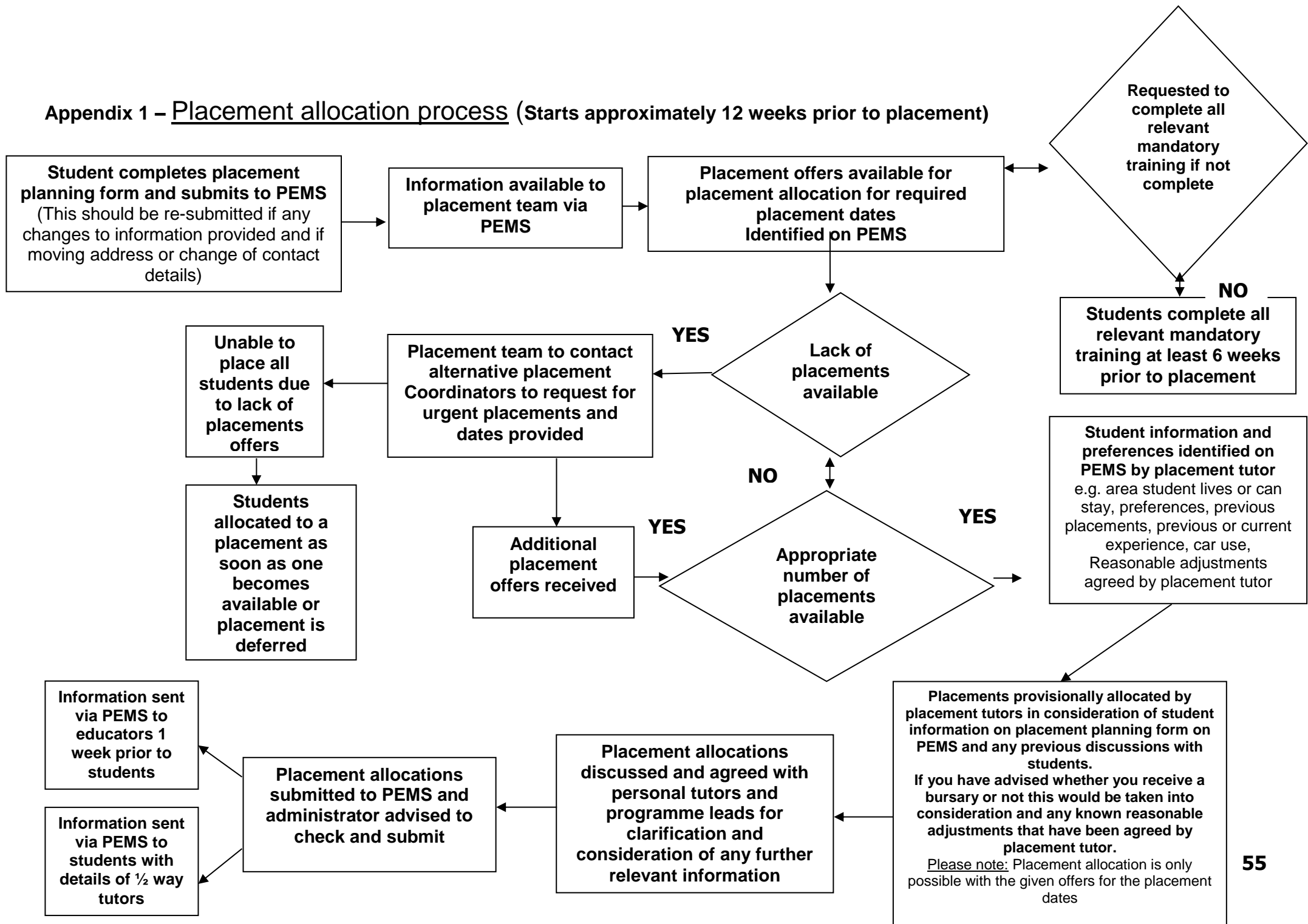
BSc Hons	Placement No	Assessment Form colour
Level 4	1 & 2	Yellow
Level 5	3 & 4	Orange
Level 6	5	Green
MSc	Placement No	Assessment Form Colour
Level 5	1	Orange
Level 6	2, 3 & 4	Green

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 tutor if in doubt about the use of requisite documentation.

For a copy of our most up to date Placement handbooks or Placement documentation please follow this link: <http://www.essex.ac.uk/hhs/placements/default.aspx>

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



## Appendix 2

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

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

Current Occupational Therapy Working Experience (if applicable)

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

PP1

PP2

PP3

PP4

PP5



## Appendix 3

### EXAMPLE ONLY

#### 'SWAIN' FOR PROFESSIONAL DEVELOPMENT ON PRACTICE PLACEMENT

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

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

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

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

<p><b>STRENGTHS</b></p> <p>I have a positive outlook  I am very willing to try new practices  I am good at listening &amp; observing  I am becoming more confident in writing up notes and use IT record keeping  I have some experience of working with children (pre-school) as a helper  I am good at building rapport with clients</p> <p><b>EXAMPLE ONLY</b></p>	<p><b>WEAKNESSES</b></p> <p>No specific experience working with children with special needs  Unsure of emotional impact of working with client group  Paediatric sessions a start but raised awareness of complexities of working in this setting  Enthusiasm for taking on too much  Lack confidence in Supervision discussions</p>
<p><b>ASPIRATIONS</b></p> <p>I hope to have opportunity to:  Improve knowledge of developmental stages, syndromes, treatment approaches  Experience practical approaches to paediatric OT assessment  Become familiar with range of children's learning and self care equipment  Take part in Seating and postural assessment  Take part in group work sessions  Be realistic in setting placement goals  Contribute more actively in supervision</p>	<p><b>INHIBITIONS</b></p> <p>Opportunities might not occur for the practice experiences  Educator part-time – who will I go to?  Lack of experience with client group</p> <p><b>EXAMPLE ONLY</b></p>

**NEEDS**

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

**Any special considerations for the placement:**

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

**Date:**

**Sign by educator:**

**Sign by student:**

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

**Strategies to be implemented include:**

**Resources Available in the Department**

(Identified by discussion with practice educator)

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

## Appendix 4

### School of Health and Social Care Occupational Therapy Case Study Consent Form

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

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

<b>Clients Name</b>
<b>Clients Signature</b>
<b>Occupational Therapy Student Name</b>
<b>Occupational Therapy Student Signature</b>
<b>OT Practice Placement Educator's Name</b>
<b>OT Practice Placement Educator's Signature</b>
<b>Date</b>

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

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

**Appendix 5**

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

**Appendix 6**

**Weekly Action Plan – OT Student Name:**

Objective – development point	Resources	Action	Met?

## Appendix 7

### School of Health and Social Care Occupational Therapy Placement Learning Contract

**Supervision** (how will supervision occur, for how long, when and with whom)

<b>Date Set</b>	<b>Learning Objectives</b> Needs and interests, areas of essential knowledge and skill	<b>Learning Resources</b> Methods and situations for how and when learning can occur	<b>Evidence</b> Opportunities to show that learning objectives have been met	<b>Ongoing (✓)</b>	<b>Date met</b>

## Appendix 8

### School of Health and Social Care

### Occupational Therapy Placement Learning Contract

#### **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

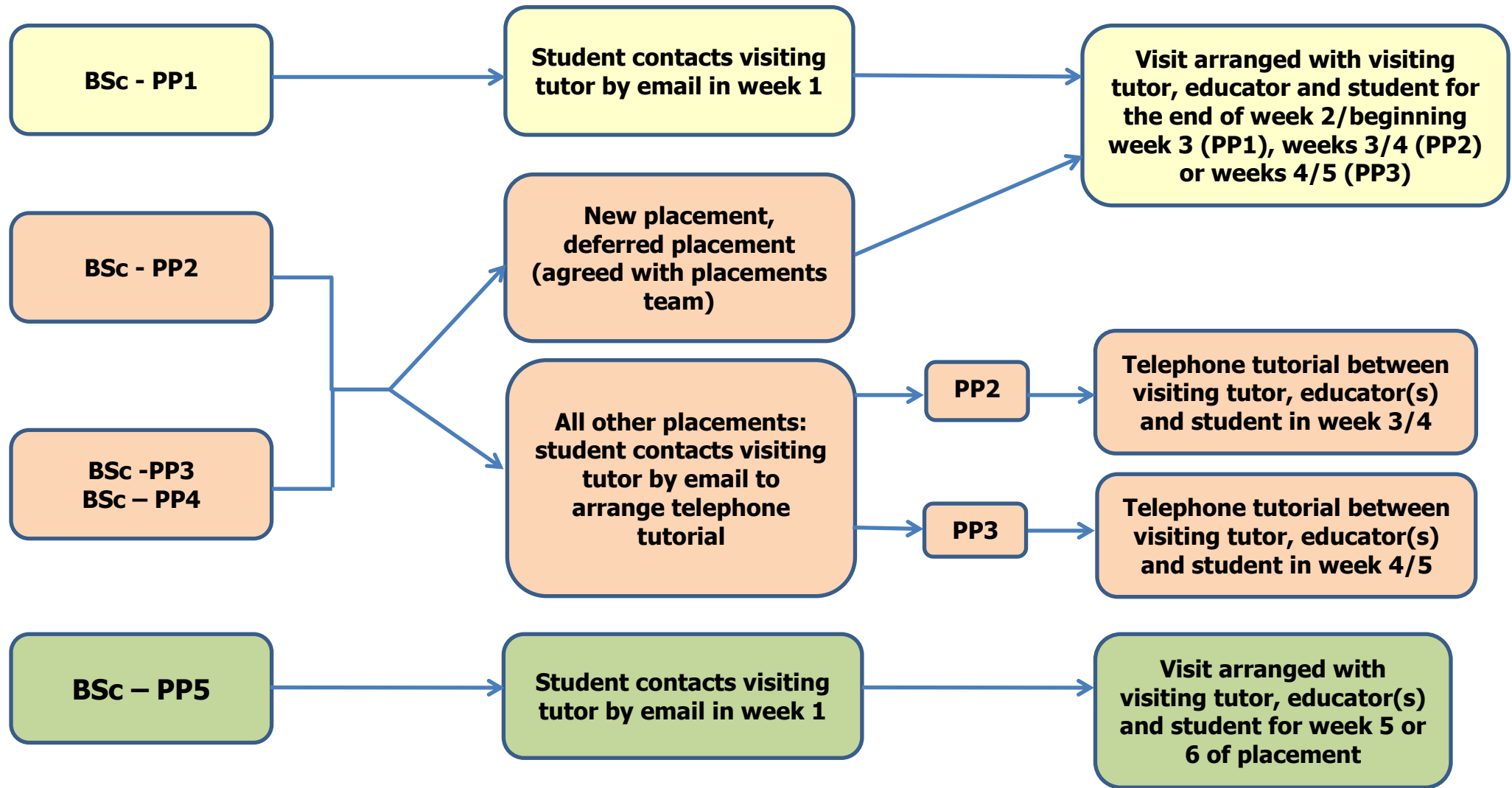
<b>Date Set</b>	<b>Learning Objectives</b> Needs and interests, areas of essential knowledge and skill	<b>Learning Resources</b> Methods and situations for how and when learning can occur	<b>Evidence</b> Opportunities to show that learning objectives have been met	<b>Ongoing (✓)</b>	<b>Date met</b>
13/08/13	To gather information for preparing for an initial interview	To read through client notes prior to interview Observe 1 or 2 being carried out Read through initial interview form and familiarise self with questions	To prepare for an initial interview and devise a checklist considering any issues that may arise in preparation to carry out		Level 4
13/08/13	To prepare for and carry out an initial interview under supervision	To read through client notes prior to interview Observe 1 or 2 being carried out – taking notes whilst observing and compare with educator Read through initial interview form and familiarise self with questions	To devise a checklist as above Arrange initial interview with client Complete initial interview assessment form Feedback to educator		Level 4
13/08/13	To carry out an initial interview and identify intervention plan and possible outcomes	To read through client notes prior to interview Observe 1 or 2 being carried out – taking notes whilst observing and compare with educator Read through initial interview form and familiarise self with questions Observe interventions in practice	To devise a checklist as above Arrange initial interview with client Complete initial interview assessment form Feedback to educator		Level 5 example
13/08/13	To complete relevant aspects of the intervention plan and review outcomes	Observe groups and 1:1 intervention sessions Explore appropriate interventions in discussion with educator Consider appropriate outcomes	Complete all relevant documentation and note keeping Monitor client progress Discuss caseload with educator		Level 5 example
13/08/13	To demonstrate a sound understanding of all aspects of the OT process within the setting	To read through client notes prior to interview Observe 1 or 2 being carried out – taking notes whilst observing and compare with educator Read through initial interview form and familiarise self with questions Observe interventions in practice Explore appropriate outcomes	Complete initial assessment Devise an action plan for intervention Discuss possible outcomes Case presentation Reflections		Level 6 example

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



MOVING AND HANDLING LEARNING OBJECTIVES RECORD		
Student Name:		
Date set	Moving and Handling related learning objectives (written in SMART format) and Action Plan (how you are going to achieve your objective)	Date achieved
	Learning Objective:	
	Action Plan:	
	Learning Objective:	
	Action Plan:	
	Learning Objective:	
	Action Plan:	
	Learning Objective:	

## Appendix 10: Protocol for Tutorial support during placement



Appendix 11

**School of Health and Social Care  
OT practice placement profile hours for registration**

Student name:				Student ID number:		HSS School use only	
Placement number	Placement address	Trust / organisation	Placement type	Placement total hours	Educator signature	Running total for registration	School verification
<b>PP 1</b>							
PP							
PP							
PP							
PP							
PP							

## Appendix 12

School of Health and Social Care	
Occupational Therapy Visiting Tutor Practice Placement ½ way Visit Monitoring Form	
Student name/number	Cohort:
Placement number	PP1 <input type="checkbox"/> PP2 <input type="checkbox"/> PP3 <input type="checkbox"/> PP4 <input type="checkbox"/> PP5 <input type="checkbox"/>
Placement Address	
Placement Type	
Practice Placement Educator	
Visiting Tutor	
Date of Visit	

Visiting Tutor formative evaluation. Comments and any advice given regarding points below.	
<b>Student preparation and Placement induction</b> What was useful and why?	<input type="checkbox"/> Pre-placement visit <input type="checkbox"/> Pre-placement preparation e.g. reading.....
<b>Learning opportunities &amp; resources</b>	
<b>Learning contract</b>	<input type="checkbox"/> Learning outcomes appropriate? <input type="checkbox"/> Learning objectives reviewed weekly
<b>Case working responsibilities &amp; expectations</b>	
<b>Supervision</b>	Formal Supervision: <input type="checkbox"/> 1 Hour weekly <input type="checkbox"/> Other (please specify)..... Informal Feedback:
<b>Reflection on practice</b>	
<b>Theory underpinning practice/Clinical reasoning</b>	

<b>Expected developments for 2<sup>nd</sup> half of placement</b>	PPE/student halfway feedback session: <input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Case presentation or placement project</b>	<input type="checkbox"/> Subject identified <input type="checkbox"/> Consent gained		
<b>Hours/absence/study time</b>	<b>Hours:</b>	<b>Absence:</b>	<b>Study Time:</b> <input type="checkbox"/> Half day weekly <input type="checkbox"/> Full day fortnightly <input type="checkbox"/> Other: .....
<b>Moving and Handling Experience</b>	<input type="checkbox"/> Reflected in learning outcomes: <input type="checkbox"/> Using the moving and handling log:		
<b>Any further comments:</b>			
Potential or actual issues or concerns which may impact on student, educator and/or the placement experience			
<b>Potential or actual issues or concerns raised within the halfway meeting:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Initiation of danger of failure procedure:			
<b>Signed:</b>		<b>Date:</b>	

## Appendix 13

# Student Placement Evaluation Form

Logged in as: .....  
(Programme)  
(Cohort)

Complete the evaluation form for every placement that you attend

Complete the form for the following Placement

Organisation

(Placement)

The dates of the placement were

(Dates)

## Evaluation of your placement

Pre-placement

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

Yes

No

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

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

Yes

No

Induction

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

Yes

No

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

My induction included health and safety information

Yes

No

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

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

Yes

No

**Please comment on anything else that would have been useful.**

Support from practice educator

**My practice educator helped me to integrate knowledge into my practice**

**Yes**

**No**

**Please comment on anything else that would have been useful.**

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

**Yes**

**No**

**Please comment on anything else that would have been useful.**

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

**Yes**

**No**

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

**Yes**

**No**

**Please comment on anything else that would have been useful.**

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

**Yes**

**No**

**Where appropriate, I was able to work independently.**

**Yes**

**No**

**The types of clinical conditions I encountered matched my expectations.**

**Yes**

**No**

**Please comment on anything else that would have been useful.**

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

**Yes**

**No**

**Please comment on anything else that would have been useful.**

Preparation for this placement

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

**Yes**

**No**

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

**Theoretical preparation within the University was relevant to this placement.**

**Yes                      No**

**Please comment on anything else that would have been useful.**

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

**Yes                      No**

**Please comment on anything else that would have been useful.**

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

**Yes                      No**

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

**Support from the University**

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

**Yes                      No**

**The placement visit by the university lecturer was constructive**

**Yes                      No                      Visit not undertaken**

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

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

**Yes                      No**

**Final assessment**

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

**Yes                      No**

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

**My learning needs were met on this placement**

**Yes                      No**

**Please comment on anything else that would have been useful.**



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

**Yes**

**No**

Comments

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

**What was the most beneficial aspect of this learning experience?**

**What was the least beneficial aspect of this learning experience?**

**If you require help, or have any problems with this site, please contact [hhsplace@essex.ac.uk](mailto:hhsplace@essex.ac.uk) © 2012 University of Essex, School of Health and Social Care, Wivenhoe Park, Colchester, Essex, CO4 3SQ, UK - Tel: +44 (0)1206 874312/874974**

## Appendix 14

# Practice Educator Placement Evaluation Form

Logged in as: .....

Please complete the form for the following placement

**Organisation**

**(Placement)**

**The dates of the placement were**

**(Dates)**

## Evaluation of the placement

Pre-placement

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

**Yes**

**No**

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

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

**Yes**

**No**

Induction

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

**Yes**

**No**

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

**Yes**

**No**

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

**Yes**

**No**

**Please comment on anything else that would have been useful.**

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

**Yes**

**No**

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

Support from the University of Essex

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

**Yes                      No**

**Please comment on anything else that would have been useful.**

**I feel adequately prepared to undertake the role of practice assessor**

**Yes                      No**

**Please comment on anything else that would have been useful.**

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

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

**Yes                      No**

**Please comment on anything else that would have been useful.**

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

**Yes                      No                      None needed**

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

**Yes                      No                      None needed**

**The placement visit by the university lecturer was constructive**

**Yes                      No                      Visit not undertaken**

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

Preparation for this placement

**The student was adequately prepared to commence the placement.**

**Yes                      No**

**Please comment on anything else that would have been useful.**

**The student had adequate theoretical knowledge relevant to this placement.**

**Yes**

**No**

**Please comment on anything else that would have been useful.**

**The student had adequate practical skills for this placement.**

**Yes**

**No**

**Please comment on anything else that would have been useful.**

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

**Yes**

**No**

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

**Final assessment**

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

**Yes**

**No**

**Please comment on anything else that would have been useful.**

**Overall, I found supporting this student a positive experience**

**Yes**

**No**

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

## Appendix 15

See page 37 for University of Essex Danger of Failure Process

### 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 Jade Shortland 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.

<b>Student</b>		<b>Date</b>	
<b>Programme of Study</b>		<b>Level/Type of Placement</b>	
<b>Practice Educator</b>		<b>Placement Speciality</b>	
<b>Placement Locality, i.e. trust, hospital</b>		<b>University Lecturer</b>	
<b>Indicators of poor performance:</b> (these must be aligned with the relevant placement assessment criteria)			
<b>Indicator 1</b>			
<b>Indicator 2</b>			
<b>Indicator 3</b>			
<b>Indicator 4</b>			
<b>Indicator 5</b>			

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

<b>Signature of Student</b>	
<b>Signature of Practice Educator</b>	
<b>Signature of University Lecturer</b>	

## Appendix 16

### 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 Jade Shortland 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.

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

<b>Student and date (cont)</b>	
<b>Current student performance in relation to the objectives to be achieved identified on the original danger of failure form/last review form dated:</b>	
<b>Progress on Objective 1</b>	
<b>Progress on Objective 2</b>	
<b>Progress on Objective 3</b>	
<b>Progress on Objective 4</b>	
<b>Progress on Objective 5</b>	
<b>Summary of student's current level of performance:</b>	
<b>Student and date (cont)</b>	



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

## Appendix 17

## PDSA Plan

<b>Summary of idea</b>	In BRIEF, describe your Service Improvement Idea? ( approx 100 words)
<b>AIMS</b>	What do we want to achieve ? What is preventing us from achieving it ? How much benefit do we expect to get from our improvement ?
Problems: (What is the problem you have identified?)	
Root causes: (What are the various reasons for this problem?- link to Fishbone diagram if necessary)	
Aims: (What are we trying to achieve?)	
Expected quantity of benefits: (How will this help? Quantity/Quality)	
<b>MEASUREMENTS</b>	What are we going to measure? Please include a separate measurement plan with more detail and any checksheets or templates to be used in collecting measurement data.
<b>CHANGES</b>	What are we going to try ? Who is going to do what, when (please include a Gantt chart if required) ? What else do we need to get in order to try our idea ?
<b>OTHER</b>	Do we need a roll-back plan ? Who else (stakeholders) might be affected by our changes ?

## **Things you may need to consider:**

- ▶ **Process analysis and redesign**
  - **As Is process map**
  - **ID – waste, variation, bottlenecks**
  - **Root cause diagram**
  - **To Be process map**
  
- ▶ **Impact analysis**
  - **Stakeholder map and plan**
  - **SIPOC**
  
- ▶ **Implementation planning**
  - **Business case**
  - **Benefits map**
  - **Gantt chart**
  - **Measurement plan**
  - **Roll-back plan**

## Measurement Plan

<b>General Information</b>	Improvement name and summary. Purpose of measurement: what do we want to know ? (root cause, validation, sustainability, spread). How often and for how long will the measurement happen ?
<b>SELECT</b>	What set of measurements will be done ? Direct or indirect (if indirect, how will measuring this tell us what we want to know). Are quality and quantity measurements included in the set. Please include selection matrix if required.
<b>DEFINE</b>	What operational definitions have been agreed? How will we ensure that different people will measure things the same way ?
<b>SAMPLING</b>	Is the process stable enough to use sampling ? How certain do we need to be ?
<b>WHO / BIAS</b>	Who will do the measuring and how will bias be minimized ?
<b>CHECKSHEETS / TEMPLATES</b>	Please show copies of any checksheets and templates to be used to record the measurements.
<b>VALIDATE</b>	How has the measurement been validated ?

**School of Health and Social Care  
BSc (Hons) Occupational Therapy**

## Practice Placement Assessment

### Practice Placement 1 (BSc) Level 4

Student Name:		
Student Number:		
Placement Address:		
Name of Practice Educator:		
<b>Placement:</b>	<b>Final Grade:</b>	<b>% Hours Completed:</b>
Placement Dates From: To:		Absences Recorded Number of days:

If this form is misplaced please send to the address below, or email [hhsplace@essex.ac.uk](mailto:hhsplace@essex.ac.uk)

Placement Administrator  
School of Health and Social Care  
University of Essex  
Wivenhoe Park  
Colchester  
Essex  
CO4 3SQ

If you have any concerns/issues regarding this student please phone **01206 874312** as soon as possible.

## Practice Education Placement Student Induction Record

### Health & Safety

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

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

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

	Date Completed	Educator Initials	Student Initials
• The named person to go to in the event of difficulties	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Information about the bleep system (where appropriate) and relevant emergency telephone numbers	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Emergency procedures, including Cardiac Resuscitation Procedures Fire and Security	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

	Date Completed	Educator Initials	Student Initials
• Incident Reporting	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Health & Safety including COSHH	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Manual Handling, Infection Control & Fire	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Harassment and Bullying	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Equal Opportunities	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

#### Record of contact with University

Initiated by:	Person contacted:	Date and method:	Response received:
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

If you have concerns/issues regarding this student please phone **01206 874312** ASAP

## Part 1

This section of the assessment form relates to the HCPC standards of education. Please complete this section for all students on every placement.

Failure of any objective in part 1 will override part 2 of the assessment and cause the student to fail the placement. **If there are concerns relating to the student's performance in part 1, please contact the University of Essex immediately on 01206 874312. Record of warnings must be completed in all situations where there are concerns relating to safety, professional behaviour or non-discriminatory practice of the student and must be signed by both the student and the practice educator.**

Learning outcome 1	Fail
1) Integrates health and safety legislation into occupational therapy practice taking account of local policy and procedures.	<b>Fails to apply knowledge of health &amp; safety policy to specific patient groups/conditions i.e. infection control, moving and handling.</b> <ul style="list-style-type: none"><li>• Persistently fails to protect self or use protective equipment correctly.</li><li>• Is unaware of or disregards the contraindications of treatment.</li><li>• Persistently applies treatment techniques and handling skills in a way which puts patient and/or self at risk.</li><li>• Is unreliable in reporting and often fails to tell the educator about adverse findings and/or patient complaints.</li><li>• Persists in unsafe practice despite verbal instruction and/or warnings.</li></ul>
Record of warnings given: <b>Any entries should be dated and signed by both the student and the practice educator.</b>	

Part 1: Learning outcome 1

Pass

☐

Fail

☐

Signed / dated: .....

Learning outcome 2	Fail
2) Demonstrates non-discriminatory practice.	<b>May exploit the mutual trust and respect inherent within a therapeutic relationship. Persistently fails to uphold, the rights, dignity and autonomy of patient's, including their role in the diagnostic and therapeutic process</b>
Record of warnings given: <b>Any entries should be dated and signed by both the student and the practice educator.</b>	

Part 1: Learning outcome 2

Pass

☐

Fail

☐

Signed / dated: .....



Learning Outcome 3	Fail
3) Fulfil all responsibilities related to legal ethical and local considerations of professional practice including clinical information.	<b>Fails to comply with and has inadequate knowledge of the rules of professional conduct and Code of Professional Values and Behaviour. Persistently poor time keeping and fails to implement arrangements and agreed procedures. Persistently demonstrates poor record keeping. Does not respect patient confidentiality. Poor / or inappropriate standards of dress and/or hygiene. Persists in unprofessional behaviour despite verbal instructions and/or warnings.</b>
<p>Record of warnings given:</p> <p><b>Any entries should be dated and signed by both the student and the practice educator.</b></p>	

### Part 1: Learning outcome 3

Pass

10

Fail

Signed / dated: .....

**We encourage practice educators and students to actively use this section throughout the placement. If there are concerns relating to the student's performance in part 1, please contact the University of Essex immediately on 01206 874312.**

Please ensure you have ticked either pass or fail and signed and dated all three learning outcomes in this section. If not completed, you will be contacted by the University of Essex to clarify the student's pass or fail status for this section.

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

**Reason for Failure**

**Signatures of:**  
**Practice educator:**..... **Date**..... **Student:**..... **Date:**.....

### **‘SWAIN’ for Professional Development on Placement**

To complete the **SWAIN** analysis, identify your perceived **Strengths** and areas of **Weakness** for personal & professional development for the next placement experience.  
Identify **Aspirations** (what you hope to be able to do or achieve during the placement) and **Inhibitions** (what you think may get in the way of achieving or undertaking your aspirations).  
Outline what you feel are your personal and professional development **Needs** for the placement.  
This information will enable your educator to plan the placement in relation to your specific learning needs to help form the basis for your learning contract.

<b>Strengths</b>	<b>Weaknesses</b>
<b>Aspirations</b>	<b>Inhibitions</b>
<b>Needs</b>  <b>Any special considerations for the placement:</b> I have disclosed a disability or specific learning need to my educator. Yes/No  <b>Date:</b>  <b>Sign by educator:</b>  <b>Sign by student:</b>  <b>If yes, the ways in which this may impact upon my learning experience have been identified and discussed.</b>  <b>Strategies to be implemented include:</b>  <b>Resources Available in the Department</b> (Identified by discussion with practice educator)	

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

## Practice Placement Education

Students must achieve a pass mark in all 4 sections. A fail in one or more sections will result in overall failure of the placement.

Each section will be awarded a mark form 1-100% based on the criteria. The overall grade is obtained by adding the marks from all four sections together and dividing by 4 to gain a final percentage.

Grade		Marks Awarded
Fail		0 – 39%
Pass	3rd	40 – 49%
Lower Credit	2.2	50 – 59%
Upper Credit	2.1	60 – 69%
Distinction	1st	70 – 100%

## Assessment Summary

Sections	Final Mark	Tick box if Fail
1.Communication Skills		
2.Professional Characteristics		
3.OT Process Skills		
4.Clinical Reasoning		
Placement Total Marks		%
If fail is indicated in one or more sections do not total marks or attribute a percentage		

**Educator general comments and outline future learning needs:**

<b>Signature of Practice Placement Educator:</b>	<b>Date:</b>
<b>Signature of Student:</b>	<b>Date:</b>
<b>Signature of other contributor (if applicable)</b>	<b>Date:</b>

## Placement Learning Contract

Supervision (how will supervision occur, for how long, when and with whom):					
Date Set	Learning Outcomes 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

### Placement Learning Contract continued

Supervision (how will supervision occur, for how long, when and with whom):					
Date Set	Learning Outcomes 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

## **Assessment Form Completion**

**It is important that these instructions are carried out exactly**

1. The student and educator are each required to complete a copy of this form prior to the final report, recording their own grading of each section (prepared grade). After discussion at the final report meeting, the final grading decision is made by the educator.
2. The assessment performance criteria in the four sections of the form and the overall grading guidelines on page 5 provide guidance on the expectations for student performance for the placement module. Each descriptor describes at performance the midpoint of each range of marks e.g. halfway between 50 & 59 = 55%.

The educator is required to note which of the performance criteria have and have not been achieved. A judgement can be made by the educator if performance criteria are not applicable at the final report stage and this may not necessarily incur a fail.

If a student exceeds the performance criteria for the placement, this should be recorded.

Each assessment section must be awarded a percentage mark between 1 - 100%. Marks for each section are transferred onto the summary sheet (page 3) added up and divided by 4 to reach an overall percentage grade. Grades appearing as percentage fractions should be rounded up or down i.e. below .5% should be rounded down, .5% or above should be rounded up to the next whole percentage point. e.g. 61.25% = 61%. 53.5% = 54%

3. Your comments in each section must and should reflect the level the student may be achieving in each grade.
4. **The student must pass all sections in order to achieve a pass mark. Failure in one or more sections will result in failure of the placement.**

### **5. Final Report Meeting**

Educator, student or both may elect to have additional therapist present with the prior agreement of the other.

All those present at the final report discussion must sign the assessment summary sheet on page 3 and the educator is also asked to provide general comments and an outline of any future learning needs for the student not documented within the assessment.

6. The educator must also complete the assessment front cover to include final assessment percentage, hours and any student absence hours from placement.

7. The educator and student must take the opportunity to comment in each of the sections and must also provide tangible examples of evidence to support the grading awarded and to comment on areas for future development.
8. Student's right of appeal – the student has the right to appeal against the assessment if there has been maladministration of these procedures.



### **Classification guidelines demonstrating placement performance:**

- **FAIL: 0-39%** banding

Even with considerable guidance, prompting & counselling, the student is unable to meet criteria, demonstrating unsatisfactory performance with significant weaknesses in one or more areas

- **FAIL (VERY POOR PERFORMANCE) 0-19%**

Unable to use resources appropriately. Confused and ineffective communication. Unable to function effectively. Little or no awareness of professional codes of conduct

- **FAIL (POOR PERFORMANCE) 21-29%**

Insufficient or inappropriate use of resources. Inadequate, limited or inappropriate skill application. Insufficient and / or unclear communication. Insufficient awareness of professional codes of conduct

- **FAIL (INADEQUATE PERFORMANCE) 30-39%**

Inadequate use of resources. Insufficient or significant gaps in skill application. Inadequate communication. Limited awareness of professional codes of conduct.

- **3<sup>rd</sup> (PASS): 40-49%.**

Satisfactory safe performance with the student able to demonstrate practice at a basic level with a reasonable level of guidance and support having been provided.

- **2:2 (LOWER CREDIT) 50- 59%**

Student demonstrates the ability to practice professionally with some guidance needed as appropriate. Student demonstrates good performance skills to achieve learning outcomes and can identify and reflect on areas for improvement.

- **2:1 (HIGHER CREDIT) 60- 69%**

Student demonstrates competent practice with minimal guidance provided. Very good performance is demonstrated consistently in all or most areas of work practice and the student is confident in pursuing and further developing their professional practice.

### **1<sup>st</sup> (DISTINCTION) 70-100% wide marking band requiring further guideline clarification for low, mid and high banding points as follows**

- **LOW 1<sup>st</sup> 70-79%**

Student consistently demonstrates an excellent level of performance in all aspects and will seek guidance independently. Student makes a clearly evidenced contribution to the service setting through a very high standard of independent reflection, analysis and application of professional practical and theoretical skills.

▪ **MID 1<sup>st</sup> 80-89%**

Student consistently provides evidence in all of the above demonstrating professional excellence and autonomous practice in all areas and will seek guidance independently. Student also makes a significant contribution to wider aspects of service delivery and management through excellent investigative, planning, implementation and evaluative skills.

▪ **HIGH 1<sup>st</sup> 90-100%**

**These banding marks denote an outstanding excellence seen in all performance aspects of professional skill, knowledge and behaviour. The student will have consistently demonstrated highly advanced reasoning skills together with innovative and proven contribution to overall service improvement. Personal and professional development skills are a natural embodiment of the student's ability to professionally practice at a remarkable and outstanding level.**

**Marks awarded at this level must be reserved for outstanding performances only.**

## Section 1: Communication Skills

Overall Learning Outcome:

**Communicate appropriately within the placement setting with clients, staff and others.**

- Encourage and facilitate to communicate by using appropriate non-verbal and verbal reinforcement
- Communicate effectively and confidently with individual clients and groups in face to face contact
- Communicate effectively using appropriate language with other professionals in the multidisciplinary team
- Communicate concisely, clearly and accurately both orally and in writing

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail 0- 39%		Even after considerable guidance and counselling the student is unable to:
Pass 3rd 40- 49%	High Middle Low	Following guidance, ongoing support, and with prompting is sometimes able to:
Lower credit 2:2 50- 59%	High Middle Low	Following guidance the student attempts satisfactorily to demonstrate the ability to:
Higher credit 2:1 60- 69%	High Middle Low	Following minimal guidance the student attempts satisfactorily to demonstrate competence in:
Distinction 1st 70-100%	High Middle Low	After independently seeking guidance the student consistently provides evidence of:

	Final Mark
Students prepared mark	
Practice placement educators prepared mark	
Practice placement educator final mark	

## Section 1: Communication Skills

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments

## Section 2: Professional Characteristics

Overall Learning Outcome:

**Demonstrate professional characteristics, which indicate his/her ability to work safely within a multidisciplinary professional framework as appropriate to occupational therapy.**

- **Safe practice, conforming to the standards of the workplace, concerning staff, clients and procedures**
- **Skills in organising self and work in a satisfactory manner**
- **Adapting satisfactorily to the requirements of the placement in a professional manner**
- **Recognising own strength and limitations and uses appropriate strategies to further develop their own professional development**
- **Awareness of professional boundaries and working within them**

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail 0- 39%		Even after considerable guidance and counselling the student is unable to demonstrate evidence of:
Pass 3rd 40- 49%	High Middle Low	Following guidance, ongoing support, and with prompting the student is generally able to demonstrate evidence of:
Lower credit 2:2 50- 59%	High Middle Low	Following guidance the student attempts satisfactorily to demonstrate evidence of:
Higher credit 2:1 60- 69%	High Middle Low	Following minimal guidance the student is able to demonstrate competence in:
Distinction 1st 70-100%	High Middle Low	After independently seeking guidance the student consistently provides evidence of:

	Final Mark
Students prepared mark	
Practice placement educators prepared mark	
Practice placement educator final mark	

## Section 2: Professional Characteristics

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments

## Section 3: OT Process Skills

Overall Learning Outcome:

**Discuss and participate in the occupational therapy process as applicable to the setting.**

- **Gather and select relevant information before initial interview or meeting with an individual or group**
- **Demonstrate an understanding of the Occupational Therapist's role and the ability to articulate it**
- **Recognise and respond to the individual needs of clients**

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail 0- 39%		Even after considerable guidance and counselling the student is unable to:
Pass 3rd 40- 49%	High Middle Low	Following guidance, ongoing support, and with prompting is generally able to:
Lower credit 2:2 50- 59%	High Middle Low	Following guidance the student attempts satisfactorily to demonstrate the ability to:
Higher credit 2:1 60- 69%	High Middle Low	Following minimal guidance the student attempts satisfactorily to demonstrate competence in:
Distinction 1st 70-100%	High Middle Low	After independently seeking guidance the student consistently provides evidence of:

	Final Mark
Students prepared mark	
Practice placement educators prepared mark	
Practice placement educator final mark	

### Section 3: OT Process Skills

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments



## Section 4: Clinical Reasoning

Overall Learning Outcome:

**Demonstrate skills of clinical reasoning and reflection by identifying and analysing the safe working practices of an occupational therapist in the work setting, including roles, core skills and use of, in relation to the clients individual needs.**

- **Identify and discuss the philosophy of Occupational Therapy**
- **Identify and discuss the Occupational Therapy process**

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail 0- 39%		<b>Even after considerable guidance and counselling the student is unable to:</b>
Pass 3rd 40- 49%	<b>High Middle Low</b>	<b>Following guidance, ongoing support, and with prompting is generally able to:</b>
Lower credit 2:2 50- 59%	<b>High Middle Low</b>	<b>Following guidance the student attempts satisfactorily to demonstrate the ability to:</b>
Higher credit 2:1 60- 69%	<b>High Middle Low</b>	<b>Following minimal guidance the student is able to demonstrate competence in:</b>
Distinction 1st 70-100%	<b>High Middle Low</b>	<b>After independently seeking guidance the student consistently provides evidence of:</b>

	<b>Final Mark</b>
<b>Students prepared mark</b>	
<b>Practice placement educators prepared mark</b>	
<b>Practice placement educator final mark</b>	

## Section 4: Clinical Reasoning

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments

## Practice Placement – Attendance Record

<b>Student Name:</b>		
<b>Cohort:</b>		
<b>Programme:</b>	BSc Occupational Therapy	
<b>Placement No:</b>	Placement 1	
<b>Placement Dates</b>	<b>Start Date:</b>	<b>Finish Date:</b>

Date of Absence	Duration	Reason for Absence	Educator Signature
<b>Total Hours Absent</b>		<b>Educator Signature</b>	

Please ensure you sign this form even if the student has not had any absences.

## Record of Practice Hours Completed

**Please ensure all hours and absences are recorded by the student and signed by the practice educator to show an accurate record of attendance. If this is not completed, you will be contacted by the University of Essex to clarify.**

**Please note:**

- **Lunch breaks are not included as placement hours.**
- **University of Essex students are expected to work Full-Time (min 33 hours per week)**

Week 1	Hours completed
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 3	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 5	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	

Week 2	Hours completed
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 4	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 6	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	

Sun	
<b>Total</b>	
Week 7	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Additional	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	

Sun	
<b>Total</b>	
Week 8	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Additional	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	

I confirm that this is an accurate record of the hours completed by the student.

Practice Educator Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Student Name: \_\_\_\_\_

Signature: \_\_\_\_\_

## Check list for completion of the assessment booklets

**Please indicate the following for completion of the assessment booklets prior to returning to the university.**

- |   |                          |
|---|--------------------------|
| <b>1. All details completed on front page</b><br><i>Note: This includes student number, full placement address, full name of practice educator, final grade, completed hours, placement dates and total no. of absence completed.</i>   | <input type="checkbox"/> |
| <b>2. Complete Part 1 for all students</b>  | <input type="checkbox"/> |
| <b>3. Complete the Practice education placement student induction record (Health &amp; Safety)</b>  | <input type="checkbox"/> |
| <b>4. SWAIN analysis completed, signed and dated.</b><br><i>Note: If printing, confirm the page is attached securely.</i>   | <input type="checkbox"/> |
| <b>5. All relevant boxes with final marks completed on assessment summary page including total mark</b><br><i>Note: Please do not include total mark for PP4 BSc &amp; PP5 BSc</i>  | <input type="checkbox"/> |
| <b>6. Educator completed general comments box on assessment summary page and both student and educator must sign and date</b><br><i>Note: If typing please ensure that the comments are typed and formatted in word, cut and pasted inside the identified box. The educator must sign on the comments within the box if typed and attached.</i>               | <input type="checkbox"/> |
| <b>7. Placement learning contract completed</b><br><i>Note: If printing, please ensure that this page is attached securely</i>  | <input type="checkbox"/> |
| <b>8. Student prepared mark, educator prepared mark and final mark completed on all 4 assessed sections.</b>  | <input type="checkbox"/> |
| <b>9. All comments in all assessed sections are within the boxes provided (either written or typed).</b><br><i>Note: If typed please ensure that the comments are typed and formatted in word, cut and pasted inside the identified box. The educator must sign on the comments within the box if typed and attached of each comment box in each section.</i> | <input type="checkbox"/> |
| <b>10. Attendance record completed</b><br><i>Note: This should be completed whether you have had any absence or not and must be signed by the educator. You must notify the University of absences whilst on placement (as per Placement Handbook).</i>   | <input type="checkbox"/> |
| <b>11. Record of practice hours completed with total for each week and final total checked and signed by both student and educator.</b>   | <input type="checkbox"/> |

## Appendix 20

### **BSc (Hons) Practice Placement Assessment Of Professional Suitability**

#### **Practice Placement 2 BSc (Hons) Level 4**

##### **Practice placement 2 Outcomes (5 weeks) level 4**

This module requires transference and consolidation of understanding of basic OT core skills and knowledge, values and beliefs gained in placement one into a practice setting with different service user needs.

Following identification of learning needs arising from the first placement experience the student will have opportunity to apply knowledge and skills in a negotiable increased level of participant involvement in occupational therapy practice with a different service user group.

Student develops & consolidates basic skills and understanding through involvement in information gathering processes, planning and implementing treatment under supervision.

Requires basic practice skills to be demonstrated and students will further develop the ability to integrate theory and practice via reflection, reasoning and presentation of case material

**School of Health and Social Care  
BSc (Hons) Occupational Therapy**

**Practice Placement Assessment**

**Practice Placement 2 (BSc)  
Level 4**

Student name:		
Student number:		
Placement address:		
Name of practice educator:		
<b>Placement:</b>	<b>Final grade:</b>	<b>%      Hours completed:</b>
Placement dates From: To:		Absences recorded Number of days:



If this form is misplaced please send to the address below, or email  
[hhsplace@essex.ac.uk](mailto:hhsplace@essex.ac.uk)

Placement Administrator  
School of Health and Social Care  
University of Essex  
Wivenhoe Park  
Colchester  
Essex  
CO4 3SQ

If you have any concerns/issues regarding this student please phone **01206 874312**  
as soon as possible.

## Practice Education Placement Student Induction Record

### Health & Safety

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

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

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

	Date Completed	Educator Initials	Student Initials
• The named person to go to in the event of difficulties	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Information about the bleep system (where appropriate) and relevant emergency telephone numbers	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Emergency procedures, including Cardiac Resuscitation Procedures Fire and Security	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

	Date Completed	Educator Initials	Student Initials
• Incident Reporting	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Health & Safety including COSHH	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Manual Handling, Infection Control & Fire	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Harassment and Bullying	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Equal Opportunities	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

#### Record of contact with University

Initiated by:	Person contacted:	Date and method:	Response received:
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

If you have concerns/issues regarding this student please phone **01206 874312**  
ASAP

## Part 1

This section of the assessment form relates to the HCPC standards of education. Please complete this section for all students on every placement.

Failure of any objective in part 1 will override part 2 of the assessment and cause the student to fail the placement. **If there are concerns relating to the student's performance in part 1, please contact the University of Essex immediately on 01206 874312. Record of warnings must be completed in all situations where there are concerns relating to safety, professional behaviour or non-discriminatory practice of the student and must be signed by both the student and the practice educator.**

Learning outcome 1	Fail
1) Integrates health and safety legislation into occupational therapy practice taking account of local policy and procedures.	<b>Fails to apply knowledge of health &amp; safety policy to specific patient groups/conditions i.e. infection control, moving and handling.</b> <ul style="list-style-type: none"><li>• Persistently fails to protect self or use protective equipment correctly.</li><li>• Is unaware of or disregards the contraindications of treatment.</li><li>• Persistently applies treatment techniques and handling skills in a way which puts patient and/or self at risk.</li><li>• Is unreliable in reporting and often fails to tell the educator about adverse findings and/or patient complaints.</li><li>• Persists in unsafe practice despite verbal instruction and/or warnings.</li></ul>
Record of warnings given: <b>Any entries should be dated and signed by both the student and the practice educator.</b>	

Part 1: Learning outcome 1

Pass

☐

Fail

☐

Signed / dated: .....

Learning outcome 2	Fail
2) Demonstrates non-discriminatory practice.	<b>May exploit the mutual trust and respect inherent within a therapeutic relationship. Persistently fails to uphold, the rights, dignity and autonomy of patient's, including their role in the diagnostic and therapeutic process</b>
Record of warnings given: <b>Any entries should be dated and signed by both the student and the practice educator.</b>	



**‘SWAIN’ for Professional Development on Placement**

To complete the **SWAIN** analysis, identify your perceived **Strengths** and areas of **Weakness** for personal & professional development for the next placement experience.  
Identify **Aspirations** (what you hope to be able to do or achieve during the placement) and **Inhibitions** (what you think may get in the way of achieving or undertaking your aspirations).  
Outline what you feel are your personal and professional development **Needs** for the placement.  
This information will enable your educator to plan the placement in relation to your specific learning needs to help form the basis for your learning contract.

<b>Strengths</b>	<b>Weaknesses</b>
<b>Aspirations</b>	<b>Inhibitions</b>
<b>Needs</b>  <b>Any special considerations for the placement:</b> I have disclosed a disability or specific learning need to my educator. Yes/No  <b>Date:</b>  <b>Sign by educator:</b>  <b>Sign by student:</b>  <b>If yes, the ways in which this may impact upon my learning experience have been identified and discussed.</b>  <b>Strategies to be implemented include:</b>  <b>Resources Available in the Department</b> (Identified by discussion with practice educator)	

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

## Practice Placement Education

Students must achieve a pass mark in all 4 sections. A fail in one or more sections will result in overall failure of the placement.

Each section will be awarded a mark form 1-100% based on the criteria. The overall grade is obtained by adding the marks from all four sections together and dividing by 4 to gain a final percentage.

Grade		Marks Awarded
Fail		0 – 39%
Pass	3rd	40 – 49%
Lower Credit	2.2	50 – 59%
Upper Credit	2.1	60 – 69%
Distinction	1st	70 – 100%

## Assessment Summary

Sections	Final Mark	Tick box if Fail
1.Communication Skills		
2.Professional Characteristics		
3.OT Process Skills		
4.Clinical Reasoning		
Placement Total Marks		%
If fail is indicated in one or more sections do not total marks or attribute a percentage		

**Educator general comments and outline future learning needs:**

<b>Signature of Practice Placement Educator:</b>	<b>Date:</b>
<b>Signature of Student:</b>	<b>Date:</b>
<b>Signature of other contributor (if applicable)</b>	<b>Date:</b>

## Placement Learning Contract

Supervision (how will supervision occur, for how long, when and with whom):					
Date Set	Learning Outcomes 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



### Placement Learning Contract continued

Supervision (how will supervision occur, for how long, when and with whom):					
Date Set	Learning Outcomes 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

## Assessment Form Completion

**It is important that these instructions are carried out exactly**

1. The student and educator are each required to complete a copy of this form prior to the final report, recording their own grading of each section (prepared grade). After discussion at the final report meeting, the final grading decision is made by the educator.
2. The assessment performance criteria in the four sections of the form and the overall grading guidelines on page 5 provide guidance on the expectations for student performance for the placement module. Each descriptor describes at performance the midpoint of each range of marks e.g. halfway between 50 & 59 = 55%.

The educator is required to note which of the performance criteria have and have not been achieved. A judgement can be made by the educator if performance criteria are not applicable at the final report stage and this may not necessarily incur a fail.

If a student exceeds the performance criteria for the placement, this should be recorded.

Each assessment section must be awarded a percentage mark between 1 - 100%. Marks for each section are transferred onto the summary sheet (page 3) added up and divided by 4 to reach an overall percentage grade.

Grades appearing as percentage fractions should be rounded up or down i.e. below .5%

should be rounded down, .5% or above should be rounded up to the next whole percentage point. e.g. 61.25% = 61%. 53.5% = 54%

3. Your comments in each section must and should reflect the level the student may be achieving in each grade.
4. **The student must pass all sections in order to achieve a pass mark. Failure in one or more sections will result in failure of the placement.**

### 5. Final Report Meeting

Educator, student or both may elect to have additional therapist present with the prior agreement of the other.

All those present at the final report discussion must sign the assessment summary sheet on page 3 and the educator is also asked to provide general comments and an outline of any future learning needs for the student not documented within the assessment.

6. The educator must also complete the assessment front cover to include final assessment percentage, hours and any student absence hours from placement.

7. The educator and student must take the opportunity to comment in each of the sections and must also provide tangible examples of evidence to support the grading awarded and to comment on areas for future development.
8. Student's right of appeal – the student has the right to appeal against the assessment if there has been maladministration of these procedures.

## **Classification guidelines demonstrating placement performance:**

- **FAIL: 0-39%** banding

Even with considerable guidance, prompting & counselling, the student is unable to meet criteria, demonstrating unsatisfactory performance with significant weaknesses in one or more areas

- **FAIL (VERY POOR PERFORMANCE) 0-19%**

Unable to use resources appropriately. Confused and ineffective communication. Unable to function effectively. Little or no awareness of professional codes of conduct

- **FAIL (POOR PERFORMANCE) 21-29%**

Insufficient or inappropriate use of resources. Inadequate, limited or inappropriate skill application. Insufficient and / or unclear communication. Insufficient awareness of professional codes of conduct

- **FAIL (INADEQUATE PERFORMANCE) 30-39%**

Inadequate use of resources. Insufficient or significant gaps in skill application. Inadequate communication. Limited awareness of professional codes of conduct.

- **3<sup>rd</sup> (PASS): 40-49%.**

Satisfactory safe performance with the student able to demonstrate practice at a basic level with a reasonable level of guidance and support having been provided.

- **2:2 (LOWER CREDIT) 50- 59%**

Student demonstrates the ability to practice professionally with some guidance needed as appropriate. Student demonstrates good performance skills to achieve learning outcomes and can identify and reflect on areas for improvement.

- **2:1 (HIGHER CREDIT) 60- 69%**

Student demonstrates competent practice with minimal guidance provided. Very good performance is demonstrated consistently in all or most areas of work practice and the student is confident in pursuing and further developing their professional practice.

**1<sup>st</sup> (DISTINCTION) 70-100% wide marking band requiring further guideline clarification for low, mid and high banding points as follows**

- **LOW 1<sup>st</sup> 70-79%**

Student consistently demonstrates an excellent level of performance in all aspects and will seek guidance independently. Student makes a clearly evidenced contribution to the service setting through a very high standard of independent reflection, analysis and application of professional practical and theoretical skills.

▪ **MID 1<sup>st</sup> 80-89%**

Student consistently provides evidence in all of the above demonstrating professional excellence and autonomous practice in all areas and will seek guidance independently. Student also makes a significant contribution to wider aspects of service delivery and management through excellent investigative, planning, implementation and evaluative skills.

▪ **HIGH 1<sup>st</sup> 90-100%**

**These banding marks denote an outstanding excellence seen in all performance aspects of professional skill, knowledge and behaviour. The student will have consistently demonstrated highly advanced reasoning skills together with innovative and proven contribution to overall service improvement. Personal and professional development skills are a natural embodiment of the student's ability to professionally practice at a remarkable and outstanding level.**

**Marks awarded at this level must be reserved for outstanding performances only.**

## Section 1: Communication Skills

Overall Learning Outcome:

**Communicate appropriately within the placement setting with clients, staff and others.**

- Encourage and facilitate to communicate by using appropriate non-verbal and verbal reinforcement
- Communicate effectively and confidently with individual clients and groups in face to face contact
- Communicate effectively using appropriate language with other professionals in the multidisciplinary team
- Communicate concisely, clearly and accurately both orally and in writing

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail 0- 39%		Even after considerable guidance and counselling the student is unable to:
Pass 3rd 40- 49%	High Middle Low	Following guidance, ongoing support, and with prompting is sometimes able to:
Lower credit 2:2 50- 59%	High Middle Low	Following guidance the student attempts satisfactorily to demonstrate the ability to:
Higher credit 2:1 60- 69%	High Middle Low	Following minimal guidance the student attempts satisfactorily to demonstrate competence in:
Distinction 1st 70-100%	High Middle Low	After independently seeking guidance the student consistently provides evidence of:

	Final Mark
Students prepared mark	
Practice placement educators prepared mark	
Practice placement educator final mark	

## Section 1: Communication Skills

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments

## Section 2: Professional Characteristics

Overall Learning Outcome:

**Demonstrate professional characteristics, which indicate his/her ability to work safely within a multidisciplinary professional framework as appropriate to occupational therapy.**

- **Safe practice, conforming to the standards of the workplace, concerning staff, clients and procedures**
- **Skills in organising self and work in a satisfactory manner**
- **Adapting satisfactorily to the requirements of the placement in a professional manner**
- **Recognising own strength and limitations and uses appropriate strategies to further develop their own professional development**
- **Awareness of professional boundaries and working within them**

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail 0- 39%		Even after considerable guidance and counselling the student is unable to demonstrate evidence of:
Pass 3rd 40- 49%	High Middle Low	Following guidance, ongoing support, and with prompting the student is generally able to demonstrate evidence of:
Lower credit 2:2 50- 59%	High Middle Low	Following guidance the student attempts satisfactorily to demonstrate evidence of:
Higher credit 2:1 60- 69%	High Middle Low	Following minimal guidance the student is able to demonstrate competence in:
Distinction 1st 70-100%	High Middle Low	After independently seeking guidance the student consistently provides evidence of:

	Final Mark
Students prepared mark	
Practice placement educators prepared mark	
Practice placement educator final mark	



## Section 2: Professional Characteristics

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments

## Section 3: OT Process Skills

Overall Learning Outcome:

**Discuss and participate in the occupational therapy process as applicable to the setting.**

- **Gather and select relevant information before initial interview or meeting with an individual or group**
- **Demonstrate an understanding of the Occupational Therapist's role and the ability to articulate it**
- **Recognise and respond to the individual needs of clients**

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail 0- 39%		Even after considerable guidance and counselling the student is unable to:
Pass 3rd 40- 49%	High Middle Low	Following guidance, ongoing support, and with prompting is generally able to:
Lower credit 2:2 50- 59%	High Middle Low	Following guidance the student attempts satisfactorily to demonstrate the ability to:
Higher credit 2:1 60- 69%	High Middle Low	Following minimal guidance the student attempts satisfactorily to demonstrate competence in:
Distinction 1st 70-100%	High Middle Low	After independently seeking guidance the student consistently provides evidence of:

	Final Mark
Students prepared mark	
Practice placement educators prepared mark	
Practice placement educator final mark	

### Section 3: OT Process Skills

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments

## Section 4: Clinical Reasoning

Overall Learning Outcome:

**Demonstrate skills of clinical reasoning and reflection by identifying and analysing the safe working practices of an occupational therapist in the work setting, including roles, core skills and use of, in relation to the clients individual needs.**

- Identify and discuss the philosophy of Occupational Therapy
- Identify and discuss the Occupational Therapy process

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail 0- 39%		Even after considerable guidance and counselling the student is unable to:
Pass 3rd 40- 49%	High Middle Low	Following guidance, ongoing support, and with prompting is generally able to:
Lower credit 2:2 50- 59%	High Middle Low	Following guidance the student attempts satisfactorily to demonstrate the ability to:
Higher credit 2:1 60- 69%	High Middle Low	Following minimal guidance the student is able to demonstrate competence in:
Distinction 1st 70-100%	High Middle Low	After independently seeking guidance the student consistently provides evidence of:

	Final Mark
Students prepared mark	
Practice placement educators prepared mark	
Practice placement educator final mark	

## Section 4: Clinical Reasoning

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments

## Practice Placement – Attendance Record

<b>Student Name:</b>		
<b>Cohort:</b>		
<b>Programme:</b>	BSc Occupational Therapy	
<b>Placement No:</b>	Placement 2	
<b>Placement Dates</b>	<b>Start Date:</b>	<b>Finish Date:</b>

Date of Absence	Duration	Reason for Absence	Educator Signature
<b>Total Hours Absent</b>		<b>Educator Signature</b>	

Please ensure you sign this form even if the student has not had any absences.

## Record of Practice Hours Completed

**Please ensure all hours and absences are recorded by the student and signed by the practice educator to show an accurate record of attendance. If this is not completed, you will be contacted by the University of Essex to clarify.**

**Please note:**

- **Lunch breaks are not included as placement hours.**
- **University of Essex students are expected to work Full-Time (min 33 hours per week)**

Week 1	Hours completed
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 3	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 5	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	

Week 2	Hours completed
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 4	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 6	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	

Sun	
<b>Total</b>	
Week 7	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Additional	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	

Sun	
<b>Total</b>	
Week 8	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Additional	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	

I confirm that this is an accurate record of the hours completed by the student.

Practice Educator Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Student Name: \_\_\_\_\_

Signature: \_\_\_\_\_



## Check list for completion of the assessment booklets

**Please indicate the following for completion of the assessment booklets prior to returning to the university.**

- |   |                          |
|---|--------------------------|
| <b>1. All details completed on front page</b><br><i>Note: This includes student number, full placement address, full name of practice educator, final grade, completed hours, placement dates and total no. of absence completed.</i>   | <input type="checkbox"/> |
| <b>2. Complete Part 1 for all students</b>  | <input type="checkbox"/> |
| <b>3. Complete the Practice education placement student induction record (Health &amp; Safety)</b>  | <input type="checkbox"/> |
| <b>4. SWAIN analysis completed, signed and dated.</b><br><i>Note: If printing, confirm the page is attached securely.</i>   | <input type="checkbox"/> |
| <b>5. All relevant boxes with final marks completed on assessment summary page including total mark</b><br><i>Note: Please do not include total mark for PP4 BSc &amp; PP5 BSc</i>  | <input type="checkbox"/> |
| <b>6. Educator completed general comments box on assessment summary page and both student and educator must sign and date</b><br><i>Note: If typing please ensure that the comments are typed and formatted in word, cut and pasted inside the identified box. The educator must sign on the comments within the box if typed and attached.</i>               | <input type="checkbox"/> |
| <b>7. Placement learning contract completed</b><br><i>Note: If printing, please ensure that this page is attached securely</i>  | <input type="checkbox"/> |
| <b>8. Student prepared mark, educator prepared mark and final mark completed on all 4 assessed sections.</b>  | <input type="checkbox"/> |
| <b>9. All comments in all assessed sections are within the boxes provided (either written or typed).</b><br><i>Note: If typed please ensure that the comments are typed and formatted in word, cut and pasted inside the identified box. The educator must sign on the comments within the box if typed and attached of each comment box in each section.</i> | <input type="checkbox"/> |
| <b>10. Attendance record completed</b><br><i>Note: This should be completed whether you have had any absence or not and must be signed by the educator. You must notify the University of absences whilst on placement (as per Placement Handbook).</i>   | <input type="checkbox"/> |
| <b>11. Record of practice hours completed with total for each week and final total checked and signed by both student and educator.</b>   | <input type="checkbox"/> |

## Appendix 21

### **BSc (Hons) Practice Placement Assessment Of Professional Suitability**

<b>Practice Placement 3 (BSc Hons) Level 5 - 8 weeks</b>
--

<b>Practice placement 3 outcomes – 8 weeks - level 5</b>
--

Requires active participation in practice with guidance from the placement educator.
--

Requires more responsibility to be taken in the occupational therapy process and involvement in making professional decisions.
--

Develops skills and understanding through involvement in assessment and use of judgement to plan treatment, following through the occupational therapy process with guidance.
---

Requires demonstration of effective skills and taking an analytical and reflective approach to practice
---

Requires integration of theory with practice via presentation of material which considers identification & development of OT core skills
--

**School of Health and Social Care  
BSc (Hons) Occupational Therapy**

## Practice Placement Assessment

### Practice Placement 3 (BSc) Level 5

Student Name:		
Student Number:		
Placement Address:		
Name of Practice Educator:		
<b>Placement:</b>	<b>Final Grade:</b>	<b>% Hours Completed:</b>
Placement Dates From: To:		Absences Recorded Number of days:

If this form is misplaced please send to the address below, or email  
[hhsplace@essex.ac.uk](mailto:hhsplace@essex.ac.uk)

Placement Administrator  
School of Health Social Care  
University of Essex  
Wivenhoe Park  
Colchester  
Essex  
CO4 3SQ

If you have any concerns/issues regarding this student please phone **01206 874312**  
as soon as possible.

## Practice Education Placement Student Induction Record

### Health & Safety

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

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

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

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

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

	Date Completed	Educator Initials	Student Initials
• Incident Reporting			
• Health & Safety including COSHH			
• Manual Handling, Infection Control & Fire			
• Harassment and Bullying			
• Equal Opportunities			

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

#### Record of contact with University

Initiated by:	Person contacted:	Date and method:	Response received:

If you have concerns/issues regarding this student please phone **01206 874312**  
ASAP

## Part 1

This section of the assessment form relates to the HCPC standards of education. Please complete this section for all students on every placement.

Failure of any objective in part 1 will override part 2 of the assessment and cause the student to fail the placement. **If there are concerns relating to the student's performance in part 1, please contact the University of Essex immediately on 01206 874312. Record of warnings must be completed in all situations where there are concerns relating to safety, professional behaviour or non-discriminatory practice of the student and must be signed by both the student and the practice educator.**

Learning outcome 1	Fail
1) Integrates health and safety legislation into occupational therapy practice taking account of local policy and procedures.	<b>Fails to apply knowledge of health &amp; safety policy to specific patient groups/conditions i.e. infection control, moving and handling.</b> <ul style="list-style-type: none"><li>• Persistently fails to protect self or use protective equipment correctly.</li><li>• Is unaware of or disregards the contraindications of treatment.</li><li>• Persistently applies treatment techniques and handling skills in a way which puts patient and/or self at risk.</li><li>• Is unreliable in reporting and often fails to tell the educator about adverse findings and/or patient complaints.</li><li>• Persists in unsafe practice despite verbal instruction and/or warnings.</li></ul>
Record of warnings given: <b>Any entries should be dated and signed by both the student and the practice educator.</b>	

Part 1: Learning outcome 1

Pass

☐

Fail

☐

Signed / dated: .....

Learning outcome 2	Fail
2) Demonstrates non-discriminatory practice.	<b>May exploit the mutual trust and respect inherent within a therapeutic relationship. Persistently fails to uphold, the rights, dignity and autonomy of patient's, including their role in the diagnostic and therapeutic process</b>
Record of warnings given: <b>Any entries should be dated and signed by both the student and the practice educator.</b>	



### ‘SWAIN’ for Professional Development on Placement

To complete the **SWAIN** analysis, identify your perceived **Strengths** and areas of **Weakness** for personal & professional development for the next placement experience.  
 Identify **Aspirations** (what you hope to be able to do or achieve during the placement) and **Inhibitions** (what you think may get in the way of achieving or undertaking your aspirations).  
 Outline what you feel are your personal and professional development **Needs** for the placement.  
 This information will enable your educator to plan the placement in relation to your specific learning needs to help form the basis for your learning contract.

<b>Strengths</b>	<b>Weaknesses</b>
<b>Aspirations</b>	<b>Inhibitions</b>
<p><b>Needs</b></p>  <p><b>Any special considerations for the placement:</b>          I have disclosed a disability or specific learning need to my educator. Yes/No</p> <p><b>Date:</b></p> <p><b>Sign by educator:</b></p> <p><b>Sign by student:</b></p> <p><b>If yes, the ways in which this may impact upon my learning experience have been identified and discussed.</b></p> <p><b>Strategies to be implemented include:</b></p> <p><b>Resources Available in the Department</b>          (Identified by discussion with practice educator)</p>	

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



## Practice Placement Education

Students must achieve a pass mark in all 4 sections. A fail in one or more sections will result in overall failure of the placement.

Each section will be awarded a mark form 1-100% based on the criteria. The overall grade is obtained by adding the marks from all four sections together and dividing by 4 to gain a final percentage.

Grade		Marks Awarded
Fail		0 – 39%
Pass	3rd	40 – 49%
Lower Credit	2.2	50 – 59%
Upper Credit	2.1	60 – 69%
Distinction	1st	70 – 100%

## Assessment Summary

Sections	Final Mark	Tick box if Fail
1.Communication Skills		
2.Professional Characteristics		
3.OT Process Skills		
4.Clinical Reasoning		
Placement Total Marks		%
If fail is indicated in one or more sections do not total marks or attribute a percentage		

**Educator general comments and outline future learning needs:**

<b>Signature of Practice Placement Educator:</b>	<b>Date:</b>
<b>Signature of Student:</b>	<b>Date:</b>
<b>Signature of other contributor (if applicable)</b>	<b>Date:</b>

## Placement Learning Contract

Supervision (how will supervision occur, for how long, when and with whom):					
Date Set	Learning Outcomes 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

### Placement Learning Contract continued

Supervision (how will supervision occur, for how long, when and with whom):					
Date Set	Learning Outcomes 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

## Assessment Form Completion

**It is important that these instructions are carried out exactly**

1. The student and educator are each required to complete a copy of this form prior to the final report, recording their own grading of each section (prepared grade). After discussion at the final report meeting, the final grading decision is made by the educator.
2. The assessment performance criteria in the four sections of the form and the overall grading guidelines on page 5 provide guidance on the expectations for student performance for the placement module. Each descriptor describes at performance the midpoint of each range of marks e.g. halfway between 50 & 59 = 55%.

The educator is required to note which of the performance criteria have and have not been achieved. A judgement can be made by the educator if performance criteria are not applicable at the final report stage and this may not necessarily incur a fail.

If a student exceeds the performance criteria for the placement, this should be recorded.

Each assessment section must be awarded a percentage mark between 1 - 100%. Marks for each section are transferred onto the summary sheet (page 3) added up and divided by 4 to reach an overall percentage grade.

Grades appearing as percentage fractions should be rounded up or down i.e. below .5%

should be rounded down, .5% or above should be rounded up to the next whole percentage point. e.g. 61.25% = 61%. 53.5% = 54%

3. Your comments in each section must and should reflect the level the student may be achieving in each grade.
4. **The student must pass all sections in order to achieve a pass mark. Failure in one or more sections will result in failure of the placement.**

### 5. Final Report Meeting

Educator, student or both may elect to have additional therapist present with the prior agreement of the other.

All those present at the final report discussion must sign the assessment summary sheet on page 3 and the educator is also asked to provide general comments and an outline of any future learning needs for the student not documented within the assessment.

6. The educator must also complete the assessment front cover to include final assessment percentage, hours and any student absence hours from placement.

7. The educator and student must take the opportunity to comment in each of the sections and must also provide tangible examples of evidence to support the grading awarded and to comment on areas for future development.
8. Student's right of appeal – the student has the right to appeal against the assessment if there has been maladministration of these procedures.

## **Classification guidelines demonstrating placement performance:**

- **FAIL: 0-39%** banding

Even with considerable guidance, prompting & counselling, the student is unable to meet criteria, demonstrating unsatisfactory performance with significant weaknesses in one or more areas

- **FAIL (VERY POOR PERFORMANCE) 0-19%**

Unable to use resources appropriately. Confused and ineffective communication. Unable to function effectively. Little or no awareness of professional codes of conduct

- **FAIL (POOR PERFORMANCE) 21-29%**

Insufficient or inappropriate use of resources. Inadequate, limited or inappropriate skill application. Insufficient and / or unclear communication. Insufficient awareness of professional codes of conduct

- **FAIL (INADEQUATE PERFORMANCE) 30-39%**

Inadequate use of resources. Insufficient or significant gaps in skill application. Inadequate communication. Limited awareness of professional codes of conduct.

- **3<sup>rd</sup> (PASS): 40-49%.**

Satisfactory safe performance with the student able to demonstrate practice at a basic level with a reasonable level of guidance and support having been provided.

- **2:2 (LOWER CREDIT) 50- 59%**

Student demonstrates the ability to practice professionally with some guidance needed as appropriate. Student demonstrates good performance skills to achieve learning outcomes and can identify and reflect on areas for improvement.

- **2:1 (HIGHER CREDIT) 60- 69%**

Student demonstrates competent practice with minimal guidance provided. Very good performance is demonstrated consistently in all or most areas of work practice and the student is confident in pursuing and further developing their professional practice.

- **1<sup>st</sup> (DISTINCTION) 70-100% wide marking band requiring further guideline clarification for low, mid and high banding points as follows**

- **LOW 1<sup>st</sup> 70-79%**

Student consistently demonstrates an excellent level of performance in all aspects and will seek guidance independently. Student makes a clearly evidenced contribution to the service setting through a very high standard of independent reflection, analysis and application of professional practical and theoretical skills.

▪ **MID 1<sup>st</sup> 80-89%**

Student consistently provides evidence in all of the above demonstrating professional excellence and autonomous practice in all areas and will seek guidance independently. Student also makes a significant contribution to wider aspects of service delivery and management through excellent investigative, planning, implementation and evaluative skills.

▪ **HIGH 1<sup>st</sup> 90-100%**

**These banding marks denote an outstanding excellence seen in all performance aspects of professional skill, knowledge and behaviour. The student will have consistently demonstrated highly advanced reasoning skills together with innovative and proven contribution to overall service improvement. Personal and professional development skills are a natural embodiment of the student's ability to professionally practice at a remarkable and outstanding level.**

**Marks awarded at this level must be reserved for outstanding performances only.**



## Section 1: Communication Skills

Overall Learning Outcome:

**Demonstrate effective communication within the occupational therapy setting and with external agencies**

- Encourage and facilitate others to communicate by using appropriate non-verbal and verbal reinforcement
- Communicate effectively and confidently with individual clients and groups in face to face contact
- Communicate effectively using appropriate terminology with other professionals in the multidisciplinary team
- Communicate accurately and concisely, both orally and in writing
- Discuss occupational therapy at appropriate levels
- Use received information to make observations and interpretations, justifying these with clarity and accuracy
- Present him / herself appropriately to others
- Sustain good working relationships with multidisciplinary team members
- Share knowledge and skill through a variety of methods

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail 0- 39%		Even after considerable guidance and counselling the student is unable to:
Pass 3rd 40- 49%	High Middle Low	Following guidance, ongoing support, and with prompting is generally able to:
Lower credit 2:2 50- 59%	High Middle Low	Following guidance the student attempts satisfactorily to demonstrate the ability to:
Higher credit 2:1 60- 69%	High Middle Low	Following minimal guidance the student attempts satisfactorily to demonstrate competence in:
Distinction 1st 70-100%	High Middle Low	After independently seeking guidance the student consistently provides evidence of:

	Final Mark
Students prepared mark	
Practice placement educators prepared mark	
Practice placement educator final mark	

## Section 1: Communication Skills

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments

## Section 2: Professional Characteristics

Overall Learning Outcome:

**Demonstrate an ability to work as a professional within the occupational therapy service provision**

- Understand professional standards, behaving in a professional manner, identifying policies and procedures, using resources efficiently
- Adapt perceptively to the demands of the workplace
- Actively seek knowledge and create learning opportunities in order to create professional competence
- Contribute to the placement by seeking to evaluate and improve his / her professional skills
- Be aware of professional boundaries and working within them

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail 0- 39%		Even after considerable guidance and counselling the student is unable to:
Pass 3rd 40- 49%	High Middle Low	Following guidance, ongoing support, and with prompting is generally able to:
Lower credit 2:2 50- 59%	High Middle Low	Following guidance the student attempts satisfactorily to demonstrate the ability to:
Higher credit 2:1 60- 69%	High Middle Low	Following minimal guidance the student attempts satisfactorily to demonstrate competence in:
Distinction 1st 70-100%	High Middle Low	After independently seeking guidance the student consistently provides evidence of:

	Final Mark
Students prepared mark	
Practice placement educators prepared mark	
Practice placement educator final mark	

## Section 2: Professional Characteristics

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments

### Section 3: OT Process Skills

Overall Learning Outcome:

**Identify and implement the aspects of the OT Process applicable to the setting, from an appropriate evidence base.**

- **Gather and select relevant information to the clients situation**
- **Select appropriate assessment/s and prepare the client**
- **Plan appropriate intervention**
- **Implement intervention**
- **Evaluate intervention**

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail <b>0- 39%</b>		<b>Even after considerable guidance and counselling the student is unable to:</b>
Pass 3rd <b>40- 49%</b>	<b>High Middle Low</b>	<b>Following guidance, ongoing support, and with prompting is generally able to:</b>
Lower credit 2:2 <b>50- 59%</b>	<b>High Middle Low</b>	<b>Following guidance the student attempts satisfactorily to demonstrate the ability to:</b>
Higher credit 2:1 <b>60- 69%</b>	<b>High Middle Low</b>	<b>Following minimal guidance the student attempts satisfactorily to demonstrate competence in:</b>
Distinction 1st <b>70-100%</b>	<b>High Middle Low</b>	<b>After independently seeking guidance the student consistently provides evidence of:</b>

	<b>Final Mark</b>
<b>Students prepared mark</b>	
<b>Practice placement educators prepared mark</b>	
<b>Practice placement educator final mark</b>	

### Section 3: OT Process Skills

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments

## Section 4: Clinical Reasoning

Overall Learning Outcome:

**Use clinical reasoning and reflective practice skills to critically analyse the current knowledge base underpinning safe practice with service users.**

**Demonstrate reflection upon the experience of the placement including identification of his / her personal and professional gains and needs for further development.**

- **Skills of enquiry and analysis**
- **The ability to select and review theories and concepts relevant to the practice setting**
- **Evidence of the use of transferable skills**
- **Reflection upon own and others performances and needs, considering a variety of issues**

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail 0- 39%		Even after considerable guidance and counselling the student is unable to:
Pass 3rd 40- 49%	High Middle Low	Following guidance, ongoing support, and with prompting is generally able to:
Lower credit 2:2 50- 59%	High Middle Low	Following guidance the student attempts satisfactorily to demonstrate the ability to:
Higher credit 2:1 60- 69%	High Middle Low	Following minimal guidance the student attempts satisfactorily to demonstrate competence in:
Distinction 1st 70-100%	High Middle Low	After independently seeking guidance the student consistently provides evidence of:

	Final Mark
Students prepared mark	
Practice placement educators prepared mark	
Practice placement educator final mark	

## Section 4: Clinical Reasoning

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments



## Practice Placement – Attendance Record

<b>Student Name:</b>		
<b>Cohort:</b>		
<b>Programme:</b>	BSc Occupational Therapy	
<b>Placement No:</b>	Placement 3	
<b>Placement Dates</b>	<b>Start Date:</b>	<b>Finish Date:</b>

Date of Absence	Duration	Reason for Absence	Educator Signature
<b>Total Hours Absent</b>		<b>Educator Signature</b>	

Please ensure you sign this form even if the student has not had any absences.

## Record of Practice Hours Completed

Please ensure all hours and absences are recorded by the student and signed by the practice educator to show an accurate record of attendance. If this is not completed, you will be contacted by the University of Essex to clarify.

Please note:

- Lunch breaks are not included as placement hours.
- University of Essex students are expected to work Full-Time (min 33 hours per week)

Week 1	Hours completed
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 3	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 5	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	

Week 2	Hours completed
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 4	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 6	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	

Sun	
<b>Total</b>	
Week 7	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Additional	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	

Sun	
<b>Total</b>	
Week 8	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Additional	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	

I confirm that this is an accurate record of the hours completed by the student.

Practice Educator Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Student Name: \_\_\_\_\_

Signature: \_\_\_\_\_

## Check list for completion of the assessment booklets

**Please indicate the following for completion of the assessment booklets prior to returning to the university.**

- |   |                          |
|---|--------------------------|
| <b>1. All details completed on front page</b><br><i>Note: This includes student number, full placement address, full name of practice educator, final grade, completed hours, placement dates and total no. of absence completed.</i>   | <input type="checkbox"/> |
| <b>2. Complete Part 1 for all students</b>  | <input type="checkbox"/> |
| <b>3. Complete the Practice education placement student induction record (Health &amp; Safety)</b>  | <input type="checkbox"/> |
| <b>4. SWAIN analysis completed, signed and dated.</b><br><i>Note: If printing, confirm the page is attached securely.</i>   | <input type="checkbox"/> |
| <b>5. All relevant boxes with final marks completed on assessment summary page including total mark</b><br><i>Note: Please do not include total mark for PP4 BSc &amp; PP5 BSc</i>  | <input type="checkbox"/> |
| <b>6. Educator completed general comments box on assessment summary page and both student and educator must sign and date</b><br><i>Note: If typing please ensure that the comments are typed and formatted in word, cut and pasted inside the identified box. The educator must sign on the comments within the box if typed and attached.</i>               | <input type="checkbox"/> |
| <b>7. Placement learning contract completed</b><br><i>Note: If printing, please ensure that this page is attached securely</i>  | <input type="checkbox"/> |
| <b>8. Student prepared mark, educator prepared mark and final mark completed on all 4 assessed sections.</b>  | <input type="checkbox"/> |
| <b>9. All comments in all assessed sections are within the boxes provided (either written or typed).</b><br><i>Note: If typed please ensure that the comments are typed and formatted in word, cut and pasted inside the identified box. The educator must sign on the comments within the box if typed and attached of each comment box in each section.</i> | <input type="checkbox"/> |
| <b>10. Attendance record completed</b><br><i>Note: This should be completed whether you have had any absence or not and must be signed by the educator. You must notify the University of absences whilst on placement (as per Placement Handbook).</i>   | <input type="checkbox"/> |
| <b>11. Record of practice hours completed with total for each week and final total checked and signed by both student and educator.</b>   | <input type="checkbox"/> |

## Appendix 22

### **BSc (Hons) Practice Placement Assessment Of Professional Suitability**

#### **Practice Placement 4 (BSc Hons) Level 5**

#### **Practice placement 4 outcomes (8 weeks) level 5**

Requires supervised responsibility to be taken for managing a small caseload.

Requires professional judgements to be made based on sound theoretical knowledge.

Develops skills and understanding through independent involvement in the whole occupational therapy process, making effective use of supervision.

Requires demonstration of theoretical and practical problem solving skills and critical appraisal of practice.

Requires integration of theory with practice via academic submission of material which evidences development of professional therapeutic relationships

**School of Health and Social Care  
BSc (Hons) Occupational Therapy**

**Practice Placement Assessment**

**Practice Placement 4 (BSc)  
Level 5**

Student name:		
Student number:		
Placement address:		
Name of practice educator:		
<b>Placement:</b>	<b>Placement grade:</b> %	<b>Hours completed:</b>
<b>School use only:</b> Overall grade including reflective assignment:      %		
Placement dates From: To:		Absences recorded Number of days:

If this form is misplaced please send to the address below, or email  
[hhsplace@essex.ac.uk](mailto:hhsplace@essex.ac.uk)

Placement Administrator  
School of Health and Social Care  
University of Essex  
Wivenhoe Park  
Colchester  
Essex  
CO4 3SQ

If you have any concerns/issues regarding this student please phone **01206 874312**  
as soon as possible.

## Practice Education Placement Student Induction Record

### Health & Safety

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

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

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

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

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

	Date Completed	Educator Initials	Student Initials
• Incident Reporting			
• Health & Safety including COSHH			
• Manual Handling, Infection Control & Fire			
• Harassment and Bullying			
• Equal Opportunities			

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

### Record of contact with University

Initiated by:	Person contacted:	Date and method:	Response received:

If you have concerns/issues regarding this student please phone **01206 874312** ASAP



## Part 1

This section of the assessment form relates to the HCPC standards of education. Please complete this section for all students on every placement.

Failure of any objective in part 1 will override part 2 of the assessment and cause the student to fail the placement. **If there are concerns relating to the student's performance in part 1, please contact the University of Essex immediately on 01206 874312. Record of warnings must be completed in all situations where there are concerns relating to safety, professional behaviour or non-discriminatory practice of the student and must be signed by both the student and the practice educator.**

Learning outcome 1	Fail
1) Integrates health and safety legislation into occupational therapy practice taking account of local policy and procedures.	<b>Fails to apply knowledge of health &amp; safety policy to specific patient groups/conditions i.e. infection control, moving and handling.</b> <ul style="list-style-type: none"><li>• Persistently fails to protect self or use protective equipment correctly.</li><li>• Is unaware of or disregards the contraindications of treatment.</li><li>• Persistently applies treatment techniques and handling skills in a way which puts patient and/or self at risk.</li><li>• Is unreliable in reporting and often fails to tell the educator about adverse findings and/or patient complaints.</li><li>• Persists in unsafe practice despite verbal instruction and/or warnings.</li></ul>
Record of warnings given: <b>Any entries should be dated and signed by both the student and the practice educator.</b>	

Part 1: Learning outcome 1

Pass

☐

Fail

☐

Signed / dated: .....

Learning outcome 2	Fail
2) Demonstrates non-discriminatory practice.	<b>May exploit the mutual trust and respect inherent within a therapeutic relationship. Persistently fails to uphold, the rights, dignity and autonomy of patient's, including their role in the diagnostic and therapeutic process</b>
Record of warnings given: <b>Any entries should be dated and signed by both the student and the practice educator.</b>	

Part 1: Learning outcome 2

Pass

☐

Fail

☐

Signed / dated: .....

Learning Outcome 3	Fail
--------------------	------

3) Fulfil all responsibilities related to legal ethical and local considerations of professional practice including clinical information.	<b>Fails to comply with and has inadequate knowledge of the rules of professional conduct and Code of Professional Values and Behaviour. Persistently poor time keeping and fails to implement arrangements and agreed procedures. Persistently demonstrates poor record keeping. Does not respect patient confidentiality. Poor / or inappropriate standards of dress and/or hygiene. Persists in unprofessional behaviour despite verbal instructions and/or warnings.</b>
---	--

Record of warnings given:

**Any entries should be dated and signed by both the student and the practice educator.**

### Part 1: Learning outcome 3

Pass

7

Fail

7

Signed / dated: .....

**We encourage practice educators and students to actively use this section throughout the placement. If there are concerns relating to the student's performance in part 1, please contact the University of Essex immediately on 01206 874312.**

Please ensure you have ticked either pass or fail and signed and dated all three learning outcomes in this section. If not completed, you will be contacted by the University of Essex to clarify the student's pass or fail status for this section.

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

**Reason for Failure**

**Signatures of:**  
**Practice educator:**..... **Date**..... **Student:**..... **Date:**.....

### ‘SWAIN’ for Professional Development on Placement

To complete the **SWAIN** analysis, identify your perceived **Strengths** and areas of **Weakness** for personal & professional development for the next placement experience.  
 Identify **Aspirations** (what you hope to be able to do or achieve during the placement) and **Inhibitions** (what you think may get in the way of achieving or undertaking your aspirations).  
 Outline what you feel are your personal and professional development **Needs** for the placement.  
 This information will enable your educator to plan the placement in relation to your specific learning needs to help form the basis for your learning contract.

<b>Strengths</b>	<b>Weaknesses</b>
<b>Aspirations</b>	<b>Inhibitions</b>
<p><b>Needs</b></p>  <p><b>Any special considerations for the placement:</b>              I have disclosed a disability or specific learning need to my educator. Yes/No</p> <p><b>Date:</b></p> <p><b>Sign by educator:</b></p> <p><b>Sign by student:</b></p> <p><b>If yes, the ways in which this may impact upon my learning experience have been identified and discussed.</b></p> <p><b>Strategies to be implemented include:</b></p> <p><b>Resources Available in the Department</b>              (Identified by discussion with practice educator)</p>	

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

## Practice Placement Education

Students must achieve a pass mark in all 4 sections. A fail in one or more sections will result in overall failure of the placement.

Each section will be awarded a mark form 1-100% based on the criteria. The overall grade is obtained by adding the marks from all four sections together and dividing by 4 to gain a final percentage.

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2.Professional Characteristics		
3.OT Process Skills		
4.Clinical Reasoning		
Placement Total Marks		%
If fail is indicated in one or more sections do not total marks or attribute a percentage		
School use only		
Reflective assignment marks		
Placement and academic total		
Placement overall % award		

**Educator general comments and outline future learning needs:**

<b>Signature of Practice Placement Educator:</b>	<b>Date:</b>
<b>Signature of Student:</b>	<b>Date:</b>
<b>Signature of other contributor (if applicable)</b>	<b>Date:</b>

## Placement Learning Contract

Supervision (how will supervision occur, for how long, when and with whom):					
Date Set	Learning Outcomes 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

### Placement Learning Contract continued

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The educator is required to note which of the performance criteria have and have not been achieved. A judgement can be made by the educator if performance criteria are not applicable at the final report stage and this may not necessarily incur a fail.

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should be rounded down, .5% or above should be rounded up to the next whole percentage point. e.g. 61.25% = 61%. 53.5% = 54%

3. Your comments in each section must and should reflect the level the student may be achieving in each grade.
4. **The student must pass all sections in order to achieve a pass mark. Failure in one or more sections will result in failure of the placement.**
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All those present at the final report discussion must sign the assessment summary sheet on page 3 and the educator is also asked to provide general comments and an outline of any future learning needs for the student not documented within the assessment.

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8. Student's right of appeal – the student has the right to appeal against the assessment if there has been maladministration of these procedures.

## **Classification guidelines demonstrating placement performance:**

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Even with considerable guidance, prompting & counselling, the student is unable to meet criteria, demonstrating unsatisfactory performance with significant weaknesses in one or more areas

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Unable to use resources appropriately. Confused and ineffective communication. Unable to function effectively. Little or no awareness of professional codes of conduct

- **FAIL (POOR PERFORMANCE) 21-29%**

Insufficient or inappropriate use of resources. Inadequate, limited or inappropriate skill application. Insufficient and / or unclear communication. Insufficient awareness of professional codes of conduct

- **FAIL (INADEQUATE PERFORMANCE) 30-39%**

Inadequate use of resources. Insufficient or significant gaps in skill application. Inadequate communication. Limited awareness of professional codes of conduct.

- **3<sup>rd</sup> (PASS): 40-49%.**

Satisfactory safe performance with the student able to demonstrate practice at a basic level with a reasonable level of guidance and support having been provided.

- **2:2 (LOWER CREDIT) 50- 59%**

Student demonstrates the ability to practice professionally with some guidance needed as appropriate. Student demonstrates good performance skills to achieve learning outcomes and can identify and reflect on areas for improvement.

- **2:1 (HIGHER CREDIT) 60- 69%**

Student demonstrates competent practice with minimal guidance provided. Very good performance is demonstrated consistently in all or most areas of work practice and the student is confident in pursuing and further developing their professional practice.

**1<sup>st</sup> (DISTINCTION) 70-100% wide marking band requiring further guideline clarification for low, mid and high banding points as follows**

- **LOW 1<sup>st</sup> 70-79%**

Student consistently demonstrates an excellent level of performance in all aspects and will seek guidance independently. Student makes a clearly evidenced contribution to the service setting through a very high standard of independent reflection, analysis and application of professional practical and theoretical skills.

- **MID 1<sup>st</sup> 80-89%**

Student consistently provides evidence in all of the above demonstrating professional excellence and autonomous practice in all areas and will seek guidance independently. Student also makes a significant contribution to wider aspects of service delivery and management through excellent investigative, planning, implementation and evaluative skills.

▪ **HIGH 1<sup>st</sup> 90-100%**

**These banding marks denote an outstanding excellence seen in all performance aspects of professional skill, knowledge and behaviour. The student will have consistently demonstrated highly advanced reasoning skills together with innovative and proven contribution to overall service improvement. Personal and professional development skills are a natural embodiment of the student's ability to professionally practice at a remarkable and outstanding level.**

**Marks awarded at this level must be reserved for outstanding performances only.**

## Section 1: Communication Skills

Overall Learning Outcome:

**Demonstrate effective communication within the occupational therapy setting and with external agencies**

- Encourage and facilitate others to communicate by using appropriate non-verbal and verbal reinforcement
- Communicate effectively and confidently with individual clients and groups in face to face contact
- Communicate effectively using appropriate terminology with other professionals in the multidisciplinary team
- Communicate accurately and concisely, both orally and in writing
- Discuss occupational therapy at appropriate levels
- Use received information to make observations and interpretations, justifying these with clarity and accuracy
- Present him / herself appropriately to others
- Sustain good working relationships with multidisciplinary team members
- Share knowledge and skill through a variety of methods

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail 0- 39%		Even after considerable guidance and counselling the student is unable to:
Pass 3rd 40- 49%	High Middle Low	Following guidance, ongoing support, and with prompting is generally able to:
Lower credit 2:2 50- 59%	High Middle Low	Following guidance the student attempts satisfactorily to demonstrate the ability to:
Higher credit 2:1 60- 69%	High Middle Low	Following minimal guidance the student attempts satisfactorily to demonstrate competence in:
Distinction 1st 70-100%	High Middle Low	After independently seeking guidance the student consistently provides evidence of:

	Final Mark
Students prepared mark	
Practice placement educators prepared mark	
Practice placement educator final mark	

## Section 1: Communication Skills

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments

## Section 2: Professional Characteristics

Overall Learning Outcome:

**Demonstrate an ability to work as a professional within the occupational therapy service provision**

- Understand professional standards, behaving in a professional manner, identifying policies and procedures, using resources efficiently
- Adapt perceptively to the demands of the workplace
- Actively seek knowledge and create learning opportunities in order to create professional competence
- Contribute to the placement by seeking to evaluate and improve his / her professional skills
- Be aware of professional boundaries and working within them

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail 0- 39%		Even after considerable guidance and counselling the student is unable to:
Pass 3rd 40- 49%	High Middle Low	Following guidance, ongoing support, and with prompting is generally able to:
Lower credit 2:2 50- 59%	High Middle Low	Following guidance the student attempts satisfactorily to demonstrate the ability to:
Higher credit 2:1 60- 69%	High Middle Low	Following minimal guidance the student attempts satisfactorily to demonstrate competence in:
Distinction 1st 70-100%	High Middle Low	After independently seeking guidance the student consistently provides evidence of:

	Final Mark
Students prepared mark	
Practice placement educators prepared mark	
Practice placement educator final mark	

## Section 2: Professional Characteristics

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments

### Section 3: OT Process Skills

Overall Learning Outcome:

**Identify and implement the aspects of the OT Process applicable to the setting, from an appropriate evidence base.**

- **Gather and select relevant information to the clients situation**
- **Select appropriate assessment/s and prepare the client**
- **Plan appropriate intervention**
- **Implement intervention**
- **Evaluate intervention**

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail 0- 39%		<b>Even after considerable guidance and counselling the student is unable to:</b>
Pass 3rd 40- 49%	<b>High Middle Low</b>	<b>Following guidance, ongoing support, and with prompting is generally able to:</b>
Lower credit 2:2 50- 59%	<b>High Middle Low</b>	<b>Following guidance the student attempts satisfactorily to demonstrate the ability to:</b>
Higher credit 2:1 60- 69%	<b>High Middle Low</b>	<b>Following minimal guidance the student attempts satisfactorily to demonstrate competence in:</b>
Distinction 1st 70-100%	<b>High Middle Low</b>	<b>After independently seeking guidance the student consistently provides evidence of:</b>

	<b>Final Mark</b>
<b>Students prepared mark</b>	
<b>Practice placement educators prepared mark</b>	
<b>Practice placement educator final mark</b>	



### Section 3: OT Process Skills

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments

## Section 4: Clinical Reasoning

Overall Learning Outcome:

**Use clinical reasoning and reflective practice skills to critically analyse the current knowledge base underpinning safe practice with service users.**

**Demonstrate reflection upon the experience of the placement including identification of his / her personal and professional gains and needs for further development.**

- **Skills of enquiry and analysis**
- **The ability to select and review theories and concepts relevant to the practice setting**
- **Evidence of the use of transferable skills**
- **Reflection upon own and others performances and needs, considering a variety of issues**

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail 0- 39%		Even after considerable guidance and counselling the student is unable to:
Pass 3rd 40- 49%	High Middle Low	Following guidance, ongoing support, and with prompting is generally able to:
Lower credit 2:2 50- 59%	High Middle Low	Following guidance the student attempts satisfactorily to demonstrate the ability to:
Higher credit 2:1 60- 69%	High Middle Low	Following minimal guidance the student attempts satisfactorily to demonstrate competence in:
Distinction 1st 70-100%	High Middle Low	After independently seeking guidance the student consistently provides evidence of:

	Final Mark
Students prepared mark	
Practice placement educators prepared mark	
Practice placement educator final mark	

## Section 4: Clinical Reasoning

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments

## Practice Placement – Attendance Record

<b>Student Name:</b>		
<b>Cohort:</b>		
<b>Programme:</b>	BSc Occupational Therapy	
<b>Placement No:</b>	Placement 4	
<b>Placement Dates</b>	<b>Start Date:</b>	<b>Finish Date:</b>

Date of Absence	Duration	Reason for Absence	Educator Signature
<b>Total Hours Absent</b>		<b>Educator Signature</b>	

Please ensure you sign this form even if the student has not had any absences.

## Record of Practice Hours Completed

Please ensure all hours and absences are recorded by the student and signed by the practice educator to show an accurate record of attendance. If this is not completed, you will be contacted by the University of Essex to clarify.

Please note:

- Lunch breaks are not included as placement hours.
- University of Essex students are expected to work Full-Time (min 33 hours per week)

Week 1	Hours completed
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 3	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 5	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	

Week 2	Hours completed
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 4	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 6	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	

<b>Total</b>	
Week 7	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Additional	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	

<b>Total</b>	
Week 8	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Additional	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	

I confirm that this is an accurate record of the hours completed by the student.

Practice Educator Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Student Name: \_\_\_\_\_

Signature: \_\_\_\_\_

## Check list for completion of the assessment booklets

**Please indicate the following for completion of the assessment booklets prior to returning to the university.**

- |   |                          |
|---|--------------------------|
| <b>1. All details completed on front page</b><br><i>Note: This includes student number, full placement address, full name of practice educator, final grade, completed hours, placement dates and total no. of absence completed.</i>   | <input type="checkbox"/> |
| <b>2. Complete Part 1 for all students</b>  | <input type="checkbox"/> |
| <b>3. Complete the Practice education placement student induction record (Health &amp; Safety)</b>  | <input type="checkbox"/> |
| <b>4. SWAIN analysis completed, signed and dated.</b><br><i>Note: If printing, confirm the page is attached securely.</i>   | <input type="checkbox"/> |
| <b>5. All relevant boxes with final marks completed on assessment summary page including total mark</b><br><i>Note: Please do not include total mark for PP4 BSc &amp; PP5 BSc</i>  | <input type="checkbox"/> |
| <b>6. Educator completed general comments box on assessment summary page and both student and educator must sign and date</b><br><i>Note: If typing please ensure that the comments are typed and formatted in word, cut and pasted inside the identified box. The educator must sign on the comments within the box if typed and attached.</i>               | <input type="checkbox"/> |
| <b>7. Placement learning contract completed</b><br><i>Note: If printing, please ensure that this page is attached securely</i>  | <input type="checkbox"/> |
| <b>8. Student prepared mark, educator prepared mark and final mark completed on all 4 assessed sections.</b>  | <input type="checkbox"/> |
| <b>9. All comments in all assessed sections are within the boxes provided (either written or typed).</b><br><i>Note: If typed please ensure that the comments are typed and formatted in word, cut and pasted inside the identified box. The educator must sign on the comments within the box if typed and attached of each comment box in each section.</i> | <input type="checkbox"/> |
| <b>10. Attendance record completed</b><br><i>Note: This should be completed whether you have had any absence or not and must be signed by the educator. You must notify the University of absences whilst on placement (as per Placement Handbook).</i>   | <input type="checkbox"/> |
| <b>11. Record of practice hours completed with total for each week and final total checked and signed by both student and educator.</b>   | <input type="checkbox"/> |

## Appendix 23

### **BSc (Hons) Practice Placement Assessment of Professional Suitability**

#### **Practice Placement 5 (BSc Hons) Level 6**

#### **Practice placement 5 outcomes (8 weeks) level 6**

**This placement forms part of the 45 credit competence in practice module**

Requires student to take full responsibility for an allocated caseload.

Requires the development of innovative and creative ideas for practice based on strong theoretical principles.

Requires demonstrable evidence of competent practice and readiness for transition from student to therapist.

Requires demonstration of a highly professional level of skills and the use of critical evaluation and reflection to continually develop practice.

Students are assessed according to the stage of education reached, with the final outcome of competency to practice.



**School of Health and Social Care**  
**BSc (Hons) Occupational Therapy**

**Practice Placement Assessment**

**Practice Placement 5 (BSc)**  
**Level 6**

Student Name:		
Student Number:		
Placement Address:		
Name of Practice Educator:		
<b>Placement:</b>	<b>Final Grade:</b>	<b>% Hours Completed:</b>
Placement Dates From: To:		Absences Recorded Number of days:

If this form is misplaced please send to the address below, or email [hhsplace@essex.ac.uk](mailto:hhsplace@essex.ac.uk)

Placement Administrator  
School of Health and Social Care  
University of Essex  
Wivenhoe Park  
Colchester  
Essex  
CO4 3SQ

**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 any 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.

Clinicians 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 clinicians.

The University of Essex are happy to provide clinical staff with in-service training to summarise the content of the service improvement training that the students have undertaken and to outline what the students must submit as part of their coursework. If you would like to arrange an in-service training session please email [hhsplace@essex.ac.uk](mailto:hhsplace@essex.ac.uk) for further information.

Health Education East of England require the University of Essex to report on the number of student service improvement ideas adopted by the NHS, so it would be extremely helpful if you could complete the following, thank you.

	Yes (please add any comments you have)	No
Did this student undertake their service improvement project during this placement?		
Has their idea been implemented?		
If it has not yet been implemented, is it likely to		

be?		
-----	--	--

## Practice Education Placement Student Induction Record

### Health & Safety

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

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

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

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

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

	Date Completed	Educator Initials	Student Initials
• Incident Reporting			
• Health & Safety including COSHH			
• Manual Handling, Infection Control & Fire			
• Harassment and Bullying			
• Equal Opportunities			

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

### Record of contact with University

Initiated by:	Person contacted:	Date and method:	Response received:

If you have concerns/issues regarding this student please phone **01206 874312**  
ASAP

## Part 1

This section of the assessment form relates to the HCPC standards of education. Please complete this section for all students on every placement.

Failure of any objective in part 1 will override part 2 of the assessment and cause the student to fail the placement. **If there are concerns relating to the student's performance in part 1, please contact the University of Essex immediately on 01206 874312. Record of warnings must be completed in all situations where there are concerns relating to safety, professional behaviour or non-discriminatory practice of the student and must be signed by both the student and the practice educator.**

Learning outcome 1	Fail
1) Integrates health and safety legislation into occupational therapy practice taking account of local policy and procedures.	<b>Fails to apply knowledge of health &amp; safety policy to specific patient groups/conditions i.e. infection control, moving and handling.</b> <ul style="list-style-type: none"><li>• Persistently fails to protect self or use protective equipment correctly.</li><li>• Is unaware of or disregards the contraindications of treatment.</li><li>• Persistently applies treatment techniques and handling skills in a way which puts patient and/or self at risk.</li><li>• Is unreliable in reporting and often fails to tell the educator about adverse findings and/or patient complaints.</li><li>• Persists in unsafe practice despite verbal instruction and/or warnings.</li></ul>
Record of warnings given: <b>Any entries should be dated and signed by both the student and the practice educator.</b>	

Part 1: Learning outcome 1

Pass

☐

Fail

☐

Signed / dated: .....

Learning outcome 2	Fail
2) Demonstrates non-discriminatory practice.	<b>May exploit the mutual trust and respect inherent within a therapeutic relationship. Persistently fails to uphold, the rights, dignity and autonomy of patient's, including their role in the diagnostic and therapeutic process</b>
Record of warnings given: <b>Any entries should be dated and signed by both the student and the practice educator.</b>	

Part 1: Learning outcome 2

Pass

☐

Fail

☐

Signed / dated: .....

Learning Outcome 3	Fail
3) Fulfil all responsibilities related to legal ethical and local considerations of professional practice including clinical information.	<b>Fails to comply with and has inadequate knowledge of the rules of professional conduct and Code of Professional Values and Behaviour. Persistently poor time keeping and fails to implement arrangements and agreed procedures. Persistently demonstrates poor record keeping. Does not respect patient confidentiality. Poor / or inappropriate standards of dress and/or hygiene. Persists in unprofessional behaviour despite verbal instructions and/or warnings.</b>
<p>Record of warnings given:</p> <p><b>Any entries should be dated and signed by both the student and the practice educator.</b></p>	

### Part 1: Learning outcome 3

Pass

7

Fail

Signed / dated: .....

**We encourage practice educators and students to actively use this section throughout the placement. If there are concerns relating to the student's performance in part 1, please contact the University of Essex immediately on 01206 874312.**

Please ensure you have ticked either pass or fail and signed and dated all three learning outcomes in this section. If not completed, you will be contacted by the University of Essex to clarify the student's pass or fail status for this section.

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

**Reason for Failure**

**Signatures of:**  
Practice educator:..... Date..... Student:..... Date:.....

### ‘SWAIN’ for Professional Development on Placement

To complete the **SWAIN** analysis, identify your perceived **Strengths** and areas of **Weakness** for personal & professional development for the next placement experience.  
 Identify **Aspirations** (what you hope to be able to do or achieve during the placement) and **Inhibitions** (what you think may get in the way of achieving or undertaking your aspirations).  
 Outline what you feel are your personal and professional development **Needs** for the placement.  
 This information will enable your educator to plan the placement in relation to your specific learning needs to help form the basis for your learning contract.

Strengths	Weaknesses
Aspirations	Inhibitions
Needs	
<p><b>Any special considerations for the placement:</b>                      I have disclosed a disability or specific learning need to my educator. Yes/No</p> <p><b>Date:</b></p> <p><b>Sign by educator:</b></p> <p><b>Sign by student:</b></p> <p><b>If yes, the ways in which this may impact upon my learning experience have been identified and discussed.</b></p> <p><b>Strategies to be implemented include:</b></p> <p><b>Resources Available in the Department</b>                      (Identified by discussion with practice educator)</p>	

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

## Practice Placement Education

Students must achieve a pass mark in all 4 sections. A fail in one or more sections will result in overall failure of the placement.

Each section will be awarded a mark form 1-100% based on the criteria. The overall grade is obtained by adding the marks from all four sections together and dividing by 4 to gain a final percentage.

Grade		Marks Awarded
Fail		0 – 39%
Pass	3rd	40 – 49%
Lower Credit	2.2	50 – 59%
Upper Credit	2.1	60 – 69%
Distinction	1st	70 – 100%

## Assessment Summary

Sections	Final Mark	Tick box if Fail
1.Communication Skills		
2.Professional Characteristics		
3.OT Process Skills		
4.Clinical Reasoning		
Placement Total Marks		%
If fail is indicated in one or more sections do not total marks or attribute a percentage		

**Educator general comments and outline future learning needs:**

<b>Signature of Practice Placement Educator:</b>	<b>Date:</b>
<b>Signature of Student:</b>	<b>Date:</b>
<b>Signature of other contributor (if applicable)</b>	<b>Date:</b>



## Placement Learning Contract

Supervision (how will supervision occur, for how long, when and with whom):					
Date Set	Learning Outcomes 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

### Placement Learning Contract continued

Supervision (how will supervision occur, for how long, when and with whom):					
Date Set	Learning Outcomes 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

## Assessment Form Completion

**It is important that these instructions are carried out exactly**

1. The student and educator are each required to complete a copy of this form prior to the final report, recording their own grading of each section (prepared grade). After discussion at the final report meeting, the final grading decision is made by the educator.
2. The assessment performance criteria in the four sections of the form and the overall grading guidelines on page 5 provide guidance on the expectations for student performance for the placement module. Each descriptor describes at performance the midpoint of each range of marks e.g. halfway between 50 & 59 = 55%.

The educator is required to note which of the performance criteria have and have not been achieved. A judgement can be made by the educator if performance criteria are not applicable at the final report stage and this may not necessarily incur a fail.

If a student exceeds the performance criteria for the placement, this should be recorded.

Each assessment section must be awarded a percentage mark between 1 - 100%. Marks for each section are transferred onto the summary sheet (page 3) added up and divided by 4 to reach an overall percentage grade.

Grades appearing as percentage fractions should be rounded up or down i.e. below .5%

should be rounded down, .5% or above should be rounded up to the next whole percentage point. e.g. 61.25% = 61%. 53.5% = 54%

3. Your comments in each section must and should reflect the level the student may be achieving in each grade.
4. **The student must pass all sections in order to achieve a pass mark. Failure in one or more sections will result in failure of the placement.**
5. **Final Report Meeting**

Educator, student or both may elect to have additional therapist present with the prior agreement of the other.

All those present at the final report discussion must sign the assessment summary sheet on page 3 and the educator is also asked to provide general comments and an outline of any future learning needs for the student not documented within the assessment.

6. The educator must also complete the assessment front cover to include final assessment percentage, hours and any student absence hours from placement.
7. The educator and student must take the opportunity to comment in each of the sections and must also provide tangible examples of evidence to support the grading awarded and to comment on areas for future development.
8. Student's right of appeal – the student has the right to appeal against the assessment if there has been maladministration of these procedures.

## **Classification guidelines demonstrating placement performance:**

- **FAIL: 0-39%** banding

Even with considerable guidance, prompting & counselling, the student is unable to meet criteria, demonstrating unsatisfactory performance with significant weaknesses in one or more areas

- **FAIL (VERY POOR PERFORMANCE) 0-19%**

Unable to use resources appropriately. Confused and ineffective communication. Unable to function effectively. Little or no awareness of professional codes of conduct

- **FAIL (POOR PERFORMANCE) 21-29%**

Insufficient or inappropriate use of resources. Inadequate, limited or inappropriate skill application. Insufficient and / or unclear communication. Insufficient awareness of professional codes of conduct

- **FAIL (INADEQUATE PERFORMANCE) 30-39%**

Inadequate use of resources. Insufficient or significant gaps in skill application. Inadequate communication. Limited awareness of professional codes of conduct.

- **3<sup>rd</sup> (PASS): 40-49%.**

Satisfactory safe performance with the student able to demonstrate practice at a basic level with a reasonable level of guidance and support having been provided.

- **2:2 (LOWER CREDIT) 50- 59%**

Student demonstrates the ability to practice professionally with some guidance needed as appropriate. Student demonstrates good performance skills to achieve learning outcomes and can identify and reflect on areas for improvement.

- **2:1 (HIGHER CREDIT) 60- 69%**

Student demonstrates competent practice with minimal guidance provided. Very good performance is demonstrated consistently in all or most areas of work practice and the student is confident in pursuing and further developing their professional practice.

**1<sup>st</sup> (DISTINCTION) 70-100% wide marking band requiring further guideline clarification for low, mid and high banding points as follows**

- **LOW 1<sup>st</sup> 70-79%**

Student consistently demonstrates an excellent level of performance in all aspects and will seek guidance independently. Student makes a clearly evidenced contribution to the service setting through a very high standard of independent reflection, analysis and application of professional practical and theoretical skills.

- **MID 1<sup>st</sup> 80-89%**

Student consistently provides evidence in all of the above demonstrating professional excellence and autonomous practice in all areas and will seek guidance

independently. Student also makes a significant contribution to wider aspects of service delivery and management through excellent investigative, planning, implementation and evaluative skills.

▪ **HIGH 1<sup>st</sup> 90-100%**

**These banding marks denote an outstanding excellence seen in all performance aspects of professional skill, knowledge and behaviour. The student will have consistently demonstrated highly advanced reasoning skills together with innovative and proven contribution to overall service improvement. Personal and professional development skills are a natural embodiment of the student's ability to professionally practice at a remarkable and outstanding level.**

**Marks awarded at this level must be reserved for outstanding performances only.**

## Section 1: Communication Skills

Overall Learning Outcome:

**Demonstrate an ability to work and communicate professionally within the occupational therapy setting, wider multidisciplinary team and with external agencies**

- **Demonstrate appropriate non-verbal and listening skills**
- **Take initiative in communicating clearly and concisely with clients, staff and others in oral and written form**
- **Offer perceptive, well reasoned statements and interpretations**
- **Discuss occupational therapy at appropriate levels with others**
- **Evaluate his / her skills as a communicator**
- **Form and sustain good working relationships**
- **Share knowledge and skill with clarity and professionalism**

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail 0- 39%		Even after considerable guidance and counselling the student is unable to:
Pass 3rd 40- 49%	High Middle Low	Following guidance, ongoing support, and with prompting is generally able to:
Lower credit 2:2 50- 59%	High Middle Low	Following guidance the student attempts satisfactorily to demonstrate the ability to:
Higher credit 2:1 60- 69%	High Middle Low	Following minimal guidance the student attempts satisfactorily to demonstrate competence in:
Distinction 1st 70-100%	High Middle Low	After independently seeking guidance the student consistently provides evidence of:

	Final Mark
Students prepared mark	
Practice placement educators prepared mark	
Practice placement educator final mark	

## Section 1: Communication Skills

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments

## Section 2: Professional Characteristics

Overall Learning Outcome:

**Evaluate and critically reflect upon his / her work as an occupational therapist, identifying continuing professional development needs to evidence**

- Professional behaviour in all aspects of the work
- Satisfactorily work with all the team members, contributing meaningfully to the placement
- Using sound professional judgement to select, interpret and report information
- The ability to evaluate and critically reflect upon his / her own and others practice
- Be aware of professional boundaries and working within them

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail 0- 39%		Even after considerable guidance and counselling the student is unable to:
Pass 3rd 40- 49%	High Middle Low	Following guidance, ongoing support, and with prompting is generally able to:
Lower credit 2:2 50- 59%	High Middle Low	Following guidance the student attempts satisfactorily to demonstrate the ability to:
Higher credit 2:1 60- 69%	High Middle Low	Following minimal guidance the student attempts satisfactorily to demonstrate competence in:
Distinction 1st 70-100%	High Middle Low	After independently seeking guidance the student consistently provides evidence of:

	Final Mark
Students prepared mark	
Practice placement educators prepared mark	
Practice placement educator final mark	



## Section 2: Professional Characteristics

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments

## Section 3: OT Process Skills

Overall Learning Outcome:

**Demonstrate professional responsibility for an allocated caseload, managing all aspects of work, reporting to the Practice Placement Educator as required**

- **Gather and select relevant information from appropriate sources**
- **Select, participate in and adapt appropriate assessments**
- **Sensitively carry out assessments to determine client needs**
- **Elicit the required information in both breadth and depth**
- **Evaluate the required information-gathering process**
- **Managing a small caseload to professional standards, using an extensive range of practical skills, reassessing, revising and evaluating thoroughly**
- **Review and utilise appropriate theory to inform and structure practice**

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail 0- 39%		Even after considerable guidance and counselling the student is unable to:
Pass 3rd 40- 49%	High Middle Low	Following guidance, ongoing support, and with prompting is generally able to:
Lower credit 2:2 50- 59%	High Middle Low	Following guidance the student attempts satisfactorily to demonstrate the ability to:
Higher credit 2:1 60- 69%	High Middle Low	Following minimal guidance the student attempts satisfactorily to demonstrate competence in:
Distinction 1st 70-100%	High Middle Low	After independently seeking guidance the student consistently provides evidence of:

	Final Mark
Students prepared mark	
Practice placement educators prepared mark	
Practice placement educator final mark	

### Section 3: OT Process Skills

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments

## Section 4: Clinical Reasoning

Overall Learning Outcome:

**Evaluate and critically reflect on the Occupational Therapy process from an evidence base in order to develop practice.**

- Use a wide range of enquiry skills to effectively analyse and articulate the evidence base for practice
- Integrate theory and practice transferring knowledge and skills to a wide range of situations
- Effectively critically appraise and reflect on all facets of practice

Assessment criteria – Criteria must be applied in relation to the learning outcome above

Fail 0- 39%		Even after considerable guidance and counselling the student is unable to:
Pass 3rd 40- 49%	High Middle Low	Following guidance, ongoing support, and with prompting is generally able to:
Lower credit 2:2 50- 59%	High Middle Low	Following guidance the student attempts satisfactorily to demonstrate the ability to:
Higher credit 2:1 60- 69%	High Middle Low	Following minimal guidance the student attempts satisfactorily to demonstrate competence in:
Distinction 1st 70-100%	High Middle Low	After independently seeking guidance the student consistently provides evidence of:

	Final Mark
Students prepared mark	
Practice placement educators prepared mark	
Practice placement educator final mark	

## Section 4: Clinical Reasoning

Educators Final Comments

**What are the student's strengths and areas for development identified from performance criteria?**

**What is your advice for continuing professional development?**

Students Final Comments

## Practice Placement – Attendance Record

<b>Student Name:</b>		
<b>Cohort:</b>		
<b>Programme:</b>	BSc Occupational Therapy	
<b>Placement No:</b>	Placement 5	
<b>Placement Dates</b>	<b>Start Date:</b>	<b>Finish Date:</b>

Date of Absence	Duration	Reason for Absence	Educator Signature
<b>Total Hours Absent</b>		<b>Educator Signature</b>	

Please ensure you sign this form even if the student has not had any absences.

Record of Practice Hours Completed

Please ensure all hours and absences are recorded by the student and signed by the practice educator to show an accurate record of attendance. If this is not completed, you will be contacted by the University of Essex to clarify.

Please note:

- Lunch breaks are not included as placement hours.
- University of Essex students are expected to work Full-Time (min 33 hours per week)

Week 1	Hours completed
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 3	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 5	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 7	
Date	

Week 2	Hours completed
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 4	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 6	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Week 8	
Date	

Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Additional	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	

Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	
Additional	
Date	
Mon	
Tues	
Weds	
Thurs	
Fri	
Sat	
Sun	
<b>Total</b>	

I confirm that this is an accurate record of the hours completed by the student.

Practice Educator Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Student Name: \_\_\_\_\_

Signature: \_\_\_\_\_



## Check list for completion of the assessment booklets

**Please indicate the following for completion of the assessment booklets prior to returning to the university.**

- |   |                          |
|---|--------------------------|
| <b>1. All details completed on front page</b><br><i>Note: This includes student number, full placement address, full name of practice educator, final grade, completed hours, placement dates and total no. of absence completed.</i>   | <input type="checkbox"/> |
| <b>2. Complete Part 1 for all students</b>  | <input type="checkbox"/> |
| <b>3. Complete the Practice education placement student induction record (Health &amp; Safety)</b>  | <input type="checkbox"/> |
| <b>4. SWAIN analysis completed, signed and dated.</b><br><i>Note: If printing, confirm the page is attached securely.</i>   | <input type="checkbox"/> |
| <b>5. All relevant boxes with final marks completed on assessment summary page including total mark</b><br><i>Note: Please do not include total mark for PP4 BSc &amp; PP5 BSc</i>  | <input type="checkbox"/> |
| <b>6. Educator completed general comments box on assessment summary page and both student and educator must sign and date</b><br><i>Note: If typing please ensure that the comments are typed and formatted in word, cut and pasted inside the identified box. The educator must sign on the comments within the box if typed and attached.</i>               | <input type="checkbox"/> |
| <b>7. Placement learning contract completed</b><br><i>Note: If printing, please ensure that this page is attached securely</i>  | <input type="checkbox"/> |
| <b>8. Student prepared mark, educator prepared mark and final mark completed on all 4 assessed sections.</b>  | <input type="checkbox"/> |
| <b>9. All comments in all assessed sections are within the boxes provided (either written or typed).</b><br><i>Note: If typed please ensure that the comments are typed and formatted in word, cut and pasted inside the identified box. The educator must sign on the comments within the box if typed and attached of each comment box in each section.</i> | <input type="checkbox"/> |
| <b>10. Attendance record completed</b><br><i>Note: This should be completed whether you have had any absence or not and must be signed by the educator. You must notify the University of absences whilst on placement (as per Placement Handbook).</i>   | <input type="checkbox"/> |
| <b>11. Record of practice hours completed with total for each week and final total checked and signed by both student and educator</b>  | <input type="checkbox"/> |