Department of Health, Psychology and Social Sciences

Community, Health and Social Care Placement Handbook

for the Occupational Therapy Programmes

Leading to BSc (Hons)

in Occupational Therapy

Full & Part Time
Lancaster and Carlisle

Updated Sept 2016
This handbook is a guide to the placement element of the programme you are studying. The formal regulations applying to the programme are the University of Cumbria Academic Regulations – accessible at the Academic Quality & Development Service website http://www.cumbria.ac.uk/aqs and the Programme Specification which can be found in your Programme Handbook. In the event of any information contained in this handbook conflicting with that in the Academic Regulations then the latter should be taken as the definitive version.

The information contained within this handbook may be subject to amendments and revisions. Please be informed that any revisions will supersede the information contained herein.

**Important Note:**

The University has taken all reasonable steps to ensure the accuracy of the information contained in this placement handbook and will use all reasonable endeavours to deliver programmes in accordance with the descriptions set out within the handbook. Nevertheless, circumstances outside the University’s reasonable control may arise which limit its ability to deliver the programme as described. For example, the placement arrangements may vary from student to student depending on the circumstances of the particular placement provider, including if a particular placement provider were to withdraw or vary the conditions of the placement; there may be changes in the availability, or withdrawal of funding. Where reasonable and appropriate to do so, the University will make all reasonable endeavours to put in place alternative arrangements to achieve the relevant learning outcomes, and provided the University does so, it will not be responsible to the student for any failure to provide the programme in accordance with the placement handbook.

*It is strongly recommended that students read this Practice Placement Handbook in conjunction with their Programme Handbook. The Placement Learning Unit (PLU) Blackboard (Bb) site and the Programme Practice Placement Module Bb sites also contains relevant information.*

Students should also refer to the Student Handbook (www.cumbria.ac.uk/studenthandbook)
The UK Quality Code for Higher Education identifies the following ‘Expectation’ relating to learning and teaching, which higher education providers are required to meet:

‘Higher Education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking’.

The following definition identifies the University’s commitment to ensure the quality of Placement Learning:

‘...learning that is integral to a [higher] education programme and is usually achieved through an agreed and negotiated period of engagement with a workplace environment. Achievement of learning is demonstrated through the assessment of designated appropriate learning outcomes. Personal development planning and the assessment of reflective practice may also be drawn upon. The placement learning may be accredited, ranging from a single module within a programme to an entire programme that includes, at its core, activities and learning outcomes designed around the individual's occupation or profession. Each student should be supported by the institution throughout his/her placement experience, to ensure that specific learning related to the programme can be achieved.’
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1. Introduction

Within Occupational Therapy a block of learning undertaken in a work setting is termed a “Practice Placement” and is referred to in this manner throughout this literature.

This Handbook has been compiled to provide you with information pertinent to your practice placements throughout your programme. You should also refer to the Programme Handbook and to the practice placement Blackboard sites (ie: Practice Placements and Placement Learning Unit. Pre-Registration / Undergraduate Health Professions Blackboard sites) for further information, policies and forms. Copies of the policies and forms are not necessarily included within this handbook as it is expected that you will actively engage with the Blackboard sites on a regular basis throughout your programme.

1.1 Defining Placements

The QAA provides the following definition of learning within a work environment:

**Placement learning** is regarded, for the purpose of this publication, as the learning achieved during an agreed and negotiated period of learning that takes place outside the institution at which the full or part time student is enrolled or engaged in learning. The learning outcomes are intended as integral parts of a programme of study. It is important that each student is supported by the institution throughout his/her placement experience, to ensure that specific learning related to the programme can be achieved [QAA Code of Practice, Section 9 Work-Based & Placement Learning].

1.2 Practice Placements within Occupational Therapy

Practice placements are an essential component of all Occupational Therapy programmes which lead to professional qualification. They enable you to develop the skills required to effectively interact with all services users, carers and professional colleagues within uni-agency and multi-agency teams as well as different agencies and organisations. You are required to successfully complete 1000 hours of assessed supervised work based learning (World Federation of Occupational Therapists (WFOT) 2002) to be eligible for registration with the Health & Care Professions Council (HCPC) and for professional membership of the College of Occupational Therapists (COT). This experience is essential in the development of competence to practice.

During the programme you will experience a variety of practice placements in a range of different settings. The College of Occupational Therapists (2009) recommends that “students are exposed to a variety of clients across the life span and to a wide range of practice settings covering health & social care, as well as new and emerging areas of practice”. HCPC (2009) stipulate that students “gain access to a wide range of learning experiences in a variety of practice environments”. Practice placements are, therefore arranged within traditional settings (NHS and Social Services) and non-traditional settings (Private Health Care, Prison Services, charities) working with children, older adults, younger disabled people, physical disability, learning disability and people with mental health difficulties. There is also the opportunity to undertake practice placements in the Private & Voluntary Sector (PVI) during “role emerging placements”. In these placements it is not the norm for occupational therapists to be employed by the organisation and consequently there is no established occupational therapy role (COT 2006). Role emerging placements are recognised as “important learning experiences” and as “a means of expanding the
boundaries of practice” (COT 2006). Due to the level of knowledge and skills required these placements are normally restricted to Level 6 (year 3) of the programme.

During your practice placements you will be guided, supervised and assessed in your learning and development by a Practice Placement Educator. Practice Placement Educators must be registered as Occupational Therapists with the HCPC. Where this is not the case (ie. during a role emerging placement an OT registered with the HCPC will be appointed by the University to undertake your professional guidance, supervision and assessment).

The NHS Constitution:
The values found within the NHS constitution are central to the delivery of the programme at all levels including practice placements. The core values are:

Respect and dignity: valuing each person as an individual
Commitment to the Quality of Care: striving to get the basics right every time (both from a technical and scientific standpoint as well as a psychosocial perspectives)
Compassion: having empathy for patients and striving to support patients, not because it is part of our professional role but because we care
Improving Lives: a professional approach will improve health and well-being as well as people’s experiences of the NHS
Working Together for Patients: putting the needs of patients before organisational boundaries
Everyone counts: NHS resources are for the whole community. No one must be left behind

The 6Cs: Care; Compassion; Competence; Communication; Courage; Commitment.

2. Finding a Placement

2.1 Practice Placement Tutors

There is a small team of Practice Placement tutors across both Carlisle and Lancaster:

Georgina Callister: Lead Placement Tutor – based in Carlisle
Liz Harrison: Placement tutor for Lancaster
Helen Wilby

The responsibilities of these tutors are:
- Development & support of placements (liaison with PEFs)
- APPLE accreditation & reaccreditation
- Locality based Update Sessions (with PEFs)
- Audit (with PEFs)
- Advising the Placement Learning Unit (PLU) on the allocation of practice placements in line with your previous placement experiences and other requirements (see 2.2)
- Supporting you whilst on your practice placement
- Preparing you for practice placements and de-briefing following practice placements
- Evaluating and maintaining quality practice placements
- Developing new practice placements sites in conjunction with Strategic Health Authority Placement Development Managers (PDMs)
- Role Emerging Placement development & supervision
• Increasing the numbers of APPLE Accredited Practice Placement Educators (College of Occupational Therapists)
• Supporting NHS Trust based Practice Education Facilitators (PEFs)
• Supporting Practice Placement Educators
• Maintaining accurate and appropriate practice placement records

2.2 Allocation of Practice Placements

The University’s Placement Learning Unit (PLU) is responsible for finding and allocating the practice placements. Except for Practice Placement 4 (Elective Placement) where it is your responsibility to find your own. You are required to have experience in a wide variety of settings (COT 2008) and the Practice Placement Tutors will work in association with the Placement Learning Unit to ensure that you experience at least one mental health and one physical placement during your study.

The majority of the practice placements are obtained within Cumbria and Lancashire, though placements are also sometimes utilised in Merseyside, Cheshire, Greater Manchester, the Wirral, and the Isle of Man, and South West Scotland when possible.

Care is taken to ensure that as far as is possible there is fair allocation of local and more distant placements. This is dependent on the following factors:

• Individual student’s circumstances
• Exceptional personal circumstances
• Previous practice placement location / experience

Exceptional personal circumstances primarily include having carer responsibility for young children, sole and daily carer responsibility for parents / spouse or a particular health need requiring local treatment / support during the period of the placement. Please note: exceptional circumstances do not include lack of finances. You should budget in advance for placement costs.

Some practice placements require students to be car drivers / owners due to their remote location or dual bases and where you do not have your own transport this will also be taken into account.

An essential information form is completed by you at the beginning of the programme to assist the PLU to allocate the placements. This is provided for you to complete during the Induction week and must be returned to the PLU promptly. It is your responsibility to inform the PLU immediately if personal circumstances change. You must complete a Change of Circumstances form (available on the PLU BB site).

For a variety of reasons practice placements may be cancelled by the provider. Where this occurs the PLU will endeavour to find and allocate another appropriate practice placement. Where this is not be possible it may be necessary for you to undertake the practice placement at a later date. This would normally be when the next practice placement occurs or the summer vacation (if sooner). Where you are a practice placement behind your cohort you will need to undertake the deferred practice placement during the summer vacation period in order to progress into the next academic level.

For additional information please refer to:
- Process to follow on allocation of your practice placement – refer to Appendix 2
- OT Programme Practice Placement Blackboard Site
- PLU Blackboard site
- Position Statement: Allocation of Placements and Students Refusing Placements (Appendix 3)

**Note:** Students cannot attend placement with teams that they have associations with. This can be for example: relatives working in the team, previous or current work as a member of staff within the team; or being a service user of that team. This is to prevent a conflict of interest and ensure all students receive a fair assessment whilst on placement within the organisation.

### 2.3 PP4 (Elective Placement):

Students are expected to organise the final Elective placement (PP4) yourselves with guidance from the Practice Placement Tutors. This will involve identifying an area of practice in which you hold an interest or wish to gain experience. You are expected to contact the relevant practice placement co-ordinator / Placement Education Facilitator (PEF) and organise your own accommodation and travel arrangements. This will facilitate the development of self-management capabilities and other key skills in preparation for employment as an occupational therapist.

Supervision and assessment for the elective placement must be undertaken by a qualified occupational therapist with the appropriate World Federation of Occupational Therapists (WFOT) recognised professional and statutory qualifications. Where a student wishes to undertake a practice placement in an organisation which does not employ an occupational therapist for example a Voluntary Organisation (ie. a "role emerging placement") you need to arrange to have professional supervision from a qualified occupational therapist. This may be a university tutor or another qualified occupational therapist.

The elective placements may be taken within the United Kingdom or aboard. If you wish to go abroad, you must ensure that the host country is affiliated to the WFOT in order for the placement hours and assessment to be valid. Students are expected to meet all costs incurred on placements undertaken aboard. (Refer to Position Statements (Appendix 3)

**Process:**

It is recommended that you obtain confirmation of an offer for the Elective Placement in writing. Once confirmed you are required to complete the Elective Placement form (on Programme Bb site) and return this to the PLU and Practice Placement tutor via e-mail. You should also ensure that the Practice Placement Educator receives an electronic copy of Practice Placement Handbook (on Programme Practice Placement Bb site)

**Communication with University whilst on Elective placement:**

You will not have a routine Half Way visit during PP4 as we expect you to be an independent learner by this stage. However, a tutor will visit if this is deemed necessary either by you or by your educator. Examples of when a visit may be required (this is not an exhaustive list): student not achieving the expected level, inconsistency in expectations between student and educator, communication difficulties between student and educator.

If a half way visit is felt to be necessary, you or your educator should make contact with your PT in the first instance by telephone.

### 2.4 Professional Liability Insurance

It is strongly advised that you become registered with the College of Occupational Therapists for the benefit of the Professional Liability Insurance (PLI) cover for non NHS
practice placements in the UK. This is a requirement in many other countries eg. Eire. When undertaking the elective placement abroad you are advised to ascertain that the PLI meets the requirements of the host country and visit COT website www.cot.co.uk.

2.5 Disclosure & Barring (DBS) Checks

You are required to commence / complete this process prior to joining the programme. Once you have DBS this will normally last for the duration of the programme. It is essential that you hold up to date DBS before you can be allowed to go out on any practice placement. If you do not have an up to date DBS this will mean that you are not allowed to go out on practice placement.

The DBS clearance document belongs to you. It is an essential professional document and must be treated as such. It is extremely important that it is kept safe. This is each student's responsibility. You may be required to produce this for placements or visits necessary within the programmes. Failure to produce this may mean that you cannot attend this placement.

The University requests a DBS clearance prior to commencing the programmes and in view of this pays for this. The University can only hold a copy of the DBS clearance for a limited timescale and is not in a position to provide a copy should it become lost. In the event that it is lost the University can only provide with a covering letter stating that the student has current DBS clearance and a reference number. There will be a charge for this and it is expensive. You can also apply for full clearance again at your own expense.

Some practice placements require an up to date DBS (ie. within 12 months). This is not a difficulty in the first year of study but in subsequent years you will need to have the DBS check re-done prior to going out on the practice placement. This needs to be done well in advance as there is often a time delay of a number of weeks. The Practice Placement Tutors will inform you as early as possible prior to placement where this is an issue. Forms to update the DBS are obtained from the Student Admissions office. Any costs incurred are to be met by the student.

Note: students who Intercalate or become external students will be required to apply for new DBS prior to their return to the University. The University will contact you regarding this before your return to study. If you do not have an up to date DBS this will mean that you are not allowed to go out on practice placement. The cost of this new DBS is met by the student.

2.6 Medical Clearance

You will be required to undergo clearance by occupational health, once you commence your programme, to ensure that you have the essential inoculations required for practice placements. This is essential to safe guard your own health. If you have not received clearance from occupational health you will not be allowed out on practice placement. It is therefore essential that you attend all Occupational Health appointments.

Note: students who Intercalate or become external students will be required to have further medical clearance prior to their return to the University. The University will contact you regarding this before your return to study.

3. Accommodation/Transport
3.1 Accommodation

Although you will need to travel to access practice placements the PLU tries to allocate placements to limit travel to a maximum of within 1 ½ hours in each direction (based on AA Route Planner). Where travel is further you will be expected to stay away from your campus or home. Normally you would only be allocated these placements where accommodation is available.

Organising accommodation, where required, whilst on practice placement is the responsibility of individual students. Accommodation is now only available on some hospital sites; there is usually a charge for this. Practice Placement Tutors and the PLU have some information on this and on alternative accommodation when this is not available (Blackboard site or from tutors directly). Information may also be provided by the Practice Placement Educator or PEF.

3.2 Transport

Arranging transportation to and from the practice placement is also the responsibility of each individual student.

You may be able to claim back accommodation and transport expenses incurred whilst on placement, if you are on the part time course and eligible for an NHS student bursary. An Expenses Claim form should be completed and handed to the PLU office for processing during and / or at the end of each placement. (Forms can be found on the PLU Bb site).

Note: It is recommended that you make copies of the completed form and all receipts. Some practice placements require students to use a car. Where this is the case you MUST ensure that you have adequate insurance cover prior to the practice placement commencing.

4. Place in Programme of Study

Practice placements are timetabled into the programme in a way which aims to enable you to integrate theories learned in the academic setting with the practical experiences gained on placement (see Appendix 1 for an illustrative timetable). They provide you with the opportunity to work closely with service users and carers in “real settings”. Service users, through their contact with you, have the opportunity to provide direct feedback to you in terms of your abilities, effectiveness and professionalism. Reflection on practice placement learning is an integral element of linking theory to practice both in the university and whilst on practice placement. This enables you to meet the necessary professional and academic requirements to practice as a newly qualified occupational therapist.

4.1 Placement Structure

The BSc (Hons) Occupational Therapy programme includes 5 practice placements. The length of the placements and where they sit within the programme has been developed in conjunction with the views of previous students and Practice Placement Educators. They have been timetabled to facilitate learning, skill development and ability to link theory to practice throughout the programme.

The first practice placement; PP0, is an observation week. The remaining 4 practice placements are modules in their own right. Each practice placement module will assess occupational therapy skills and understanding of the different aspects of occupational therapy theory in practice. For the exact timing of the practice placement modules refer to the illustrative programme timetable (Appendix 1).
Practice Placements take place at all three levels as detailed below:

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<th>Duration</th>
<th>Details</th>
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<td>6 weeks</td>
<td>1 week observation placement and 5 week assessed placement</td>
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<td>Level 5</td>
<td>8 weeks</td>
<td>one 8 week assessed placement</td>
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<td>Level 6</td>
<td>16 weeks</td>
<td>two 8 week assessed placements</td>
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4.2 Placement Hours:

Full time and part time students are expected to undertake practice placements on a full time basis. This is normally a 37 ½ hour week (based on the NHS and Social Services working guidelines). It may be possible to arrange the practice placement in a more flexible manner, but only in exceptional circumstances, and by prior agreement with your Personal Tutor, Practice Placement Tutor and Practice Placement Educator.

7 day working: Where it is normal working practice, students will be required to be involved in evening or weekend working. If this will cause difficulties students should discuss this with their Practice Placement Educator. Students will be notified, by the placement host organisation, prior to the placement commencing where this is a requirement.

Shift work: In some circumstances, where it is normal working practice, you may be asked to be involved in shift working. Where this will cause difficulties students should discuss this with their Practice Placement Educator.

A record is kept of the hours undertaken during each practice placement and an Hours form (Appendix 4) must be completed and signed by the Practice Placement Educator for each practice placement. Note: you are advised to keep a photocopy of this form for Continuing Professional Development (CPD) evidence

4.3 Study Time:

Students are entitled to a half day each week, away from the workplace, for placement related study, for example: completion of placement module assignment, researching conditions. The timing of this half day will be dependent on the practice placement demands and should be negotiated with the Practice Placement Educator. This half day is included in the placement hours.

4.4 Summary of Practice Placement Hours:

Total number of placement weeks = 30 weeks
Total number of placement hours = 30 x 37 ½ = 1125 hours

This allocation complies with the World Federation of Occupational Therapists requirement for 1000 hours of practice placement during pre-registration education (WFOT 2002).
4.5 Placement costs

Practice placements can be costly and you should plan ahead to budget for this. Practice Placement costs may include the following:

- Accommodation & Transport:
The cost of accommodation and transport is met by the student. In cases where students receive an NHS bursary they may be able to make a claim for reimbursement of these costs (This applies to Part time BSc student only). This is done via an Expenses claim form (see section 3.2). Where a student does not receive a bursary claims for expenses cannot be made.

- Costs of Placements Abroad:
Where students undertake practice placements abroad the costs for accommodation, transport, medical, personal and additional liability insurance is met entirely by the student. Reimbursement claims cannot be made.

- Professional Liability Insurance:
It is strongly advised that students become registered with the College of Occupational Therapists for the benefit of the Professional Liability Insurance (PLI) cover for non NHS practice placements in the UK (refer to Section 2.4)

- Car insurance
The cost of additional insurance cover where a car is required for practice placements is met entirely by the student (refer to Section to 3.2)

- DBS
Replacement DBS costs are met entirely by the student (refer to Section 2.5)

- Financial Support
If you feel that you are unable to meet the cost of practice placements you should seek advice / support from LISS www.cumbria.ac.uk/liss

Note: Placement allocations cannot be changed on the basis of lack of finances – it is your responsibility to ensure that you plan for your placement in advance in terms of costs.

5. Practice Placement Module Aims and Learning Outcomes

Programme Handbook for details of the other modules. (note: The Practice Placement Educators Placement Handbook will detail ALL the programme’s modules to enable educators to understand the knowledge base of students)

The practice placement learning outcomes for the occupational therapy programme are designed to be progressive and increasingly demanding. The aims are that as, you progress you will be increasingly able to apply the theories learned in university to the practice placement setting. You will develop skills which are transferable between practice placements and that you will be able to integrate experiences, knowledge and skills from practice placement into university based education.
HRBO 9019 Practice Placement (Observation)

Aims of Practice Placement:

The aim of this observation placement is to begin to develop and practice Occupational Therapy practical and professional skills.

Intended Learning Outcomes:

On completion of the module students will be able to:
- To begin to understand the role of occupational therapy within a specific setting
- Demonstrate emerging skills of self awareness and the ability to identify own professional needs and developments
- Demonstrate emerging skills in working with others to enhance respect and understanding of associated disciplines
- Demonstrate a basic understanding of the core skills and issues that underpin effective and safe practice
- Begin to integrate and apply knowledge and skills into practice

Assessment:

This is an OBSERVATION module only and is not assessed. However, Practice Placement Educators are asked to comment, briefly, on student’s behaviour during the week (see Appendix 10)

HRBO 4023 Practice Placement 1

Aims of Practice Placement:

The aim of this module is to introduce students to occupational therapy within an applied setting. The emphasis is on developing clinical reasoning and applying practical skills within the context of practice under supervision.

Intended Learning Outcomes:

On completion of the module students will be able to:
- Discuss the role of occupational therapy within the organisation
- Participate in and document the occupational therapy process in the placement setting
- Participate in and begin to analyse the use of therapeutic interventions within the workplace
- Identify and discuss underpinning theory of occupational therapy used within the practice setting
- Demonstrate emerging verbal and written communication skills in a professional and appropriate manner

Assessment:

Practice Placement = 70%
Defended poster presentation (1500 word equivalent) = 30%
HRBO 5023 Practice Placement 2

Aims of Practice Placement:
The aim of this module is to continue to develop knowledge and understanding of occupational performance and to integrate this into practice contexts. The emphasis is on quality and evidence based practice.

Intended Learning Outcomes:
On completion of the module students will be able to:

- Demonstrate effective communication and team working through the use of supervision, reflection and evaluation
- Demonstrate and evaluate effective basic management and professional skills
- Evaluate and critique how quality assurance is implemented in the placement setting
- Apply, evaluate and analyse a range of evidence which informs clinical reasoning
- Demonstrate continuing professional development by reflecting on the learning opportunities provided

Assessment:
Practice Placement = 70%
Report (1500 words) = 30%

HRBO 6020 Practice Placement 3

Aims of Practice Placement:
The aim of this module is to consolidate and further develop occupational therapy practice skills. Emphasis will be placed on best practice, clinical reasoning and reflection

Intended Learning Outcomes:
On completion of the module students will be able to:

- Critically relate specific occupational therapy interventions to the best available practice
- Take responsibility, with supervision, for a small client case load appropriate to the practice setting
- Adopt and apply a reflective approach to critically evaluate their own occupational therapy practice
- Critically evaluate the implementation of legislation, policies and guidelines in the practice setting
- Analyse the importance of effective team working and communication relevant to the practice context
- Demonstrate continuing professional development by reflecting on the opportunities provided

Assessment:
Practice Placement = 70%
Case Study presentation (30 minutes) = 30%

HRBO 6023 Practice Placement 4

Aims of Practice Placement:

The aim of this placement is to facilitate the transition from student to therapist and for students to demonstrate their ability to practice at the level of a newly graduated occupational therapist.

Intended Learning Outcomes:

On completion of the module students will be able to:

- Meet the practice requirements for HCPC registration
- Demonstrate safe, effective and client centred case management skills
- Articulate and justify their professional role confidently within a range of practice contexts
- Take responsibility for own continuing professional development and reflect on the opportunities available
- Demonstrate the readiness to make the transition from student to newly qualified occupational therapist

Assessment:

Practice Placement = 70%
Viva (40 minutes) = 30%

6. Assessment of Placement

6.1 Practice Placement Assessment Strategy

Practice placement modules are assessed in two parts. The assessment weighting for each component is:
Practice placement performance = 70%
Assignment = 30%

The decision to grade placements was taken for the 2008 validation following extensive consultation with students, Practice Placement Educators and tutors. It was identified that this would not only strengthen the position of practice placements within the programme but would also enable students to gain credit for practical achievements within the work base setting. The grading strategy has been closely monitored during the intervening years via on-going consultation with students and Practice Placement Educators, the results of which demonstrate that students value their work based learning experiences and work hard to achieve a good grade for their work. The vast majority of students and Practice Placement Educators support the continued grading of placements.

The practice placement report form (see Appendix 7) and assessment process remains largely unchanged for this validated programme. Reports from Practice Placement Educators indicate that the form remains easy to understand, complete and provides an accurate representation
of the student’s achievements on placement. An additional comments section has been introduced for Practice Placement Educators to record formal feedback from “experts by experience” (service users and/or their carers) on aspects of student’s performance such as communication skills, professionalism, organisational abilities.

### 6.2 Assessment of Practice Placements

Formal assessment of the practice placements will occur during the following modules and a percentage will be awarded to your performance. Thus practice placement performance, at levels 5 and 6, will contribute towards your degree classification.

- OT Practice Placement 1
- OT Practice Placement 2
- OT Practice Placement 3
- OT Practice Placement 4

**Note:** PP0 is an observational week only and is not formally assessed. Although Practice Placement educators are asked to comment on your performance during the week (see Appendix 10).

Assessment of performance on practice placement is an integral part of the occupational therapy programme. Its purpose is to ensure that you develop professional skills and operate competently within the practice setting at the expected level.

You will be given informal feedback during placement (via supervision sessions, instruction whilst performing activities and case discussions for example), by their Practice Placement Educator. This is a two-way process and you will take increasingly more responsibility for evaluating your own performance during practice placements. This will enable you to improve performance, progression and establish ongoing development needs.

A formative report will be completed at the mid-point of the placement using the practice placement assessment form (Appendix 7). Forms will be completed collaboratively by you and your educator. Strategies to rectify weak performance will be discussed at that time if they are not already in place. It is usual to have this form available to discuss with the visiting tutor during the placement visit.

The formal summative assessment will usually occur during the second half of the last week of the placement. Report forms will be completed collaboratively by you and your educator. The Practice Placement Educator must however make the final decision and fill in the final assessment form. The Practice Placement Educator should also make recommendations relating to your performance in order to give you feedback on areas of strengths and/or weakness. Your learning contract also contributes to the assessment process in terms of documenting student’s progress towards your personal learning objectives.

You should be allowed some private time (normally 48 hours, and not less than 24 hours) to consider the completed report form. The Practice Placement Educator and the student have the opportunity to make comments and both must sign the form. The master copy of both the formative and summative report forms must be handed in to university Course Information Point (CIP) by a designated time following completion of the placement (refer to specific Practice Placement Module Guides on Bb) but it is advised that you and the Practice Placement Educator also retain a copy.

You will be notified of your practice placement grade via Bb Grade Centre. All practice placement assessment forms and grades will be presented to the university Module Assessment Boards and Faculty Assessment Boards for external scrutiny and ratification of marks.
6.3 The Assessment Form

The assessment form is designed to:

- Assess four areas of the professional standards important to occupational therapy practice:
  - Client-centred skills
  - Management Skills
  - Interpersonal Skills
  - Professional Approach

Feedback is also sought from Experts by Experience (service users and /or their carers)

- Identify a developing profile throughout the three levels of education, indicating increasing competence in line with the university’s level descriptors (see table below).

<table>
<thead>
<tr>
<th>HE Level 4</th>
<th>Fundamental knowledge, understanding and skills (Link to Observation and Participation grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE Level 5</td>
<td>Development of critical awareness, understanding and skills relevant to the subject and / or professional area (Link to Assistance and Supervision grades)</td>
</tr>
<tr>
<td>HE Level 6</td>
<td>Analysis, synthesis and evaluation related to theory and practice (Link to Supervision and Competent grades)</td>
</tr>
</tbody>
</table>

Table: Level Descriptors

- Use defined grades which indicate ability (see below)

- Enable Practice Educators to mark a student higher than the baseline level of attainment (Expected) where they feel the student has reached a higher degree of competence for that placement by using the three grades below:

Definitions of the grades used are as follows:

**Observation (O)** - *the student watches, becomes aware of and becomes familiar with, but does not participate in interventions*

Students achieving an ‘O’ grade will actively observe and reflect upon the Practice Educator’s interventions, and attempt to link theory with observed practice.

**Participation (P)** - *the student shows some knowledge with limited experience and is willing to participate with maximum supervision, support and assistance*

At ‘P’ grade, students will begin to participate in occupational therapy practice, with close supervision and direction and support, and acknowledging the limited previous experience they have to build upon. At this level student will not be undertaking interventions alone.

**Assistance (A)** - *the student can actively participate, but requires significant supervision and instruction.*

The ‘A’ grade indicates that students are able to take responsibility for certain aspects of the occupational therapy process as agreed with the Practice Educator. The student can actively and appropriately assist the Practice Educator to ensure the provision of appropriate interventions.
**Supervision (S)** - the student is able to carry out a skill to a satisfactory level, demonstrating the knowledge and skills required to do so, but requires supervision and support.

Students achieving ‘S’ grade demonstrate the constituent competencies which enable them to carry out a particular skill, but require supervision and support to enable them to undertake appropriate interventions and evaluate their practice.

**Competent (C)** - the student can carry out the skill to the level of a competent newly qualified Occupational Therapist with appropriate supervision and support.

In achieving ‘C’ grade, students emerge as competent, ready-to-qualify practitioners appropriate for appointment to newly qualified Occupational Therapist posts, with the degree of supervision and support appropriate to their status.

**Expected (E)** – In achieving the “E” grade the student demonstrates that they have achieved the baseline level (Expected) of attainment for each skill in relation to their place within the programme.

**Good (G)** - the student demonstrates that they are able to carry out the skill to a level higher than the baseline (Expected) level for the placement.

The ‘G’ grade indicates that the student can undertake the skill to a higher level than the requirement expected at the level for the placement, demonstrating a higher degree of scholarship and practical ability.

**Very Good (VG)** - the student consistently demonstrates that they are able to carry out the skill to a very high level.

The ‘VG’ grade indicates that the student can undertake the skill to a very high standard, demonstrating a very high degree of scholarship and competence for this level of practice.

**Outstanding (Og)** - throughout the placement, the student consistently, achieves an exceptionally high standard of practice within that skill.

In achieving the ‘Og’ grade the student consistently demonstrates exceptional scholarship and competence; synthesising knowledge and skills and utilising these to an exceptionally high standard for the level of placement.

The assessment forms included in this document (see Appendix 7) detail the assessment profiles you are expected to achieve on each placement. Apart from PP0, Practice Placement Educators are expected to complete the assessment form at the end of the placement with reference to:

- the profile of attainment for the placement, in relation to the defined grades and in considering the level of the student within the programme
- the aims and learning outcomes identified for the placement
- the personal learning needs identified in the student’s learning contract

Please also refer to the Practice Placement Grade Descriptors (Appendix 9)

**6.4 Passing and Failing the Practice Placements Modules:**

The percentage achieved for each placement will be worked out by university tutors from the boxes ticked by the Practice Placement Educators using an agreed formula (the Practice Placement Educators do not decide the percentage for the placement).
BOTH assessed components of the module MUST achieve a minimum of 40% in order to pass the practice placement module. Where one component is failed only the failed element will be retaken. However the student will only receive a capped mark of 40% for the module (refer to UOC Academic Regulations: http://www.cumbria.ac.uk/aqs)

Practice Placement Performance:

Students will receive a pass mark of 50% if the performance profile matches exactly the Expected profile for each placement. A higher mark (awarded according to the agreed formula see below and refer to Appendix 7, Appendix 8 & Appendix 9) will be achieved where students have demonstrated they have achieved a higher skill level.

The marks for the practice placements are awarded as follows:

Where the right hand columns (E, G, VG and Og) have been used to indicate higher marks these are calculated as follows:

The “E” column is the same as the expected level of attainment thus marks in this column do not receive a higher mark – the student with “X” in all the boxes in the “E” column will receive a mark of 50%.

An “X” in the “G” box equates to $1 \times \frac{87}{87} \text{ of 50}$, an “X” in the “Vg” box equates to $2 \times \frac{87}{87} \text{ of 50}$ and an “X” in the “Og” box equates to $3 \times \frac{87}{87} \text{ of 50}$.

Where an educator has indicated that a student has achieved a higher level by using these boxes these marks are added together, divided by 87 and multiplied by 50 to give a percentage which is then added to the 50% already achieved from having met the expected levels of attainment. For example:

- The student with “X” in 6 of the “G” boxes. Is awarded $6 \div 87 \times 50 = 3.4$. This is added to the 50%. Total percentage = 53.4%.

- The student with “X” in 6 “G” boxes ($6 \div 87 \times 50 = 3.4$) and 6 “Vg” boxes ($12 \div 87 \times 50 = 6.8$) and 1 “Og” box:: ($3 \div 87 \times 50 = 1.7$) = 11.9. Total percentage = 61.9%.

In order to allow for delayed development a student may still pass the placement if:

- Only one skill in no more than two of the four areas of work is one level below the expected profile. In this instance a mark of 40% is awarded. (This mark is capped at 40% regardless of achieving higher than the expected levels of attainment in other skill areas)
- Where one skill area is marked one level below the expected level of attainment a mark of 45% is awarded. (This mark is capped at 45% regardless of achieving higher than the expected levels of attainment in other skill areas).
- If two skills in the same area are marked one level (or more) below the expected level of attainment, then the student will be deemed to have failed the practice placement.
- Where one skill is graded two or more levels below the expected level of attainment the student will also be deemed to have failed the placement.

For example, using the Practice Placement 2 profile:
• If you receive a grade of “P” for assessment skills and for decision making (which should both be at “A” level) AND all other skill areas meet the profile you will PASS the placement (capped at 40% - see above).

• If you receive a grade of “P” for assessment skills (which should be at “A” level) and all other skill areas meet the profile you will PASS the placement (capped at 45% - see above).

• If you achieve a grade of “P” for decision making and for awareness of legislation (both should be at “A” level) as both skills are in the same skill box (ie. Management Skills) then you will be deemed to have FAILED this placement.

• Where you achieve a grade below the expected level of attainment in three skill areas, or more, you will be deemed to have FAILED the placement. For example: “P” grade awarded in assessment skills, manage workload and sensitivity to individuals needs (all should be at “A” level)

• If you achieve a grade, two levels (or more) below the expected level of attainment in one skill area then you will be deemed to have FAILED the placement. For example: If you receive a “P” grade in articulate the OT role (should be “S” grade).

• For the Elective practice placement (PP4) the above do not apply and you MUST achieve the expected level of attainment (“C” level or higher) in ALL skill areas to pass the placement.

6.3 Failing a Practice Placement:

This section should be read in conjunction with the Programme Handbook.

There are a number of reasons why students might fail a practice placement (Illott 1996). In most cases the outcome of retaking the placement is a positive one and students benefit from having the additional opportunities the additional weeks on placement affords them. All practice placements must be passed in order to be eligible for registration with the Health & Care Professions Council. Failed placements are not condoned and must be redeemed before you can progress into the next level of study. This would mean that you would retake the placement at the next placement opportunity or during the summer vacation period (whichever is the sooner). If you fail the placement at the resit opportunity you must leave the programme (COT 2009).

You should discuss the reasons for the failure with your PT and the Practice Placement Tutor as soon as you can be following the placement so they can help you to develop the skills you require to successfully complete your resit.

You should also note the following:
• You are only allowed to fail one placement at each level. In terms of the programme this only relates to level 6 where there are 2 practice placements. This means that if you fail PP3 you must pass PP4 at the first attempt. If you were to fail PP4 you must then leave the programme
• If a student has started a placement they will be withdrawn if a Confirmed Fail is awarded, for any module, during the course of that placement
• If a student is due to go out on placement when a CF is awarded the placement will be cancelled even where an appeal is to be submitted
• Where a student is identified (by their PPE) as possibly failing a placement an Action plan(s) should be put in place to support the student in order to achieve a pass.
some circumstances ie: where a pass is deemed to be irretrievable (by the PPE and A university tutor) the placement may be terminated early and a fail awarded.

Please note:
It is important that all placement paperwork is received and submitted to the University e.g. half way and final reports, hours forms, learning contract and evaluations completed on the PARE system.

7. Mentoring/Tutoring Arrangements

In line with the Quality Assurance Agency (QAA) 2011) and COT (2009) students and Practice Placement Educators are provided with appropriate guidance and support in preparation for, during and following placements. Please also refer to Section 9 and Position Statements (Appendix 4).

7.1 Practice Placement Preparation and Feedback

All practice placements are preceded by a cohort practice placement module launch linking the appropriate module content to the placement and introducing some of the skills required (indicated as “B” in the Illustrative timetable – Appendix 1). The purpose of the module launch is to “optimise student learning by addressing student expectations and feelings about new and unfamiliar experiences they are about to undertake” (Mackenzie 2002). The specific aims and learning outcomes of each placement will be reinforced and you will be given the opportunity to identify personal learning objectives which can be incorporated into your placement learning contract.

The timetable also has a number of designated placement preparation days. These are for you to either undertake practical sessions (or update practical skills) or for self-study to enable you to prepare for your placements (Appendix 1 Illustrative Timetable).

On return to the university students attend a cohort evaluation session to “optimise learning by reviewing the practice experience” (Mackenzie 2002). This also facilitates the disengagement from placement and re-engagement with the academic setting (indicated as “D” in the Illustrative timetable – Appendix 1).

Content of both module launch and evaluation sessions may include the following: communication and the use of supervision; reflection and reflective tools such as SWOT analysis, logs and diaries; clinical reasoning, risk management and decision making, as well as professional conduct issues.

The module launch and evaluation sessions are a mandatory element of the module.

Additionally, you are expected to meet with your Personal Tutors (PTs) to discuss your placement experiences in a one to one setting.

Material supporting all practice placement sessions are posted onto Blackboard and you should check the site regularly for updated notices and information.

7.2 Supervision

Throughout each placement students will receive supervision from the PPE (usually at least 1 hour’s formal supervision per week (COT 2009). This may be formal (a formal 1:1 meeting) or informal (a talk in the car for example). The purpose of supervision is: to provide an opportunity for the student to discuss their work, development and learning during the
placement with their PPE: to reflect on experiences and to use this reflection for further development and learning; for the PPE to provide constructive feedback to the student on their progress. It is usual for the placement ILOs, Learning Contracts, formative and summative reports to be discussed.

7.3 Half Way Placement Visit

A tutor from the programme will normally visit each student during their placement (except PPO and PP4, unless requested to do so (see notes in Section 2.3). Where there are significant travelling distances involved for the tutor this visit may be undertaken as a telephone call, videoconferencing or by e-mail. The intention for this will be discussed with the student before the placement commences. Arrangements for the half way telephone / e-mail / VC contact will be made in the same way as for a visit by the student.

These half way visits are intended to:
- Support and facilitate learning
- Support the practice placement educator
- Provide an opportunity to liaise between university and practice settings
- Ensure parity of assessment across the practice placement sites
- Provide a means of monitoring if placement learning outcomes are being met
- Provide an occasion for problem solving
- Provide an opportunity for mutual education
- Strengthen the relationship between the workplace and the university

Process:
It is your responsibility to arrange this half way visit – refer to Appendix 3 (Position Statements: Visiting Students on Placement)

The following will usually be discussed during the placement visit:
- The Half Way (formative) report
- The placement learning outcomes
- The student’s personal learning contract / development plan
- The strengths and weaknesses of the placement area
- The student’s strengths and weaknesses in relation to the placement
- The placement module assignment and the collection of appropriate evidence
- A profile of the student’s work
- Pastoral issues
- Any pertinent issues raised by the student, the visiting tutor or the Practice Placement Educator.

Each visit may be organised in a suitable way for the placement but a useful format is:
- Student and visiting university tutor meet (it is valuable to have documents such as: learning contracts, halfway report)
- The visiting tutor and Practice Placement Educator meet
- A concluding meeting between student visiting tutor and Practice Placement Educator to sum up, agree future goals or action plan as necessary.

If you, the Practice Placement Educator or visiting tutor feel additional contact and / or visits to be necessary then these will be arranged. At each visit the visiting tutor will document a short report on the findings of the visit (Practice Placement Visit Report form (see Appendix 12).

Where this visit is to be undertaken by a newly appointed tutor they will be mentored by a more experienced member of staff for the first few visits. The format and purpose of the visit will be explained by the Practice Placement Tutor.
7.4 **Supporting Students with Disabilities on Practice Placement**

The programme has a positive and proactive approach to supporting students with disabilities on placement and is mindful of current legislation (Special Educational Need and Disability Act (SENDA), 2001) and professional guidance (COT, 2004; HCPC, 2014) relating to this issue. Given the importance of the practice based setting within the overall education of an occupational therapist, it is essential that students with disabilities have the same access to placements as their non-disabled peers. Therefore, if a student has a disability, informing the Practice Placement Tutor of their needs in good time prior to placement can allow for the careful planning of placements and any required 'reasonable adjustment' to take place with negotiation with the placement provider. Any information disclosed is treated as 'sensitive, personal information' as defined by the Data Protection Act (1998) and such information would only be relayed to the practice setting with the express permission of the student and would be on a ‘need to know’ basis.

Please refer to the Position Statements (Appendix 4) and the Practice Placement Blackboard site.

7.5 **The Learning Contract**

In addition to the half-way and final reports, students also complete a learning contract which documents progress achieved during the course of the individual placement. The learning contract is student-centred and designed to enable you to identify your own personal learning needs in the context of previously acquired skills and experience. Use of the learning contract enables students to become partners in their practice education, and to identify and use their preferred learning strategies (See Appendix 5).

The learning contract enables you not only to take responsibility for your own learning, but also to form a genuine partnership with your Practice Placement Educator. You are expected, in collaboration with the Practice Placement Educator, to begin to identify learning needs and opportunities during the first week of the practice placement. Objectives should also take into account the university’s aims and learning outcomes for the level of placement.

7.6 **The Reference File**

It is recommended that students develop a reference file of relevant information for each practice placement. This should be checked for accuracy by the Practice Placement Educator but will neither be marked nor contribute to the placement grade. This should aim to collect Information which can be used as reference material to inform and complement university based learning.

7.7 **Continuing Professional Development**

Students will be expected to use practice placement experience to continue to update their CPD portfolios. (See Programme Handbook for further details on the CPD file). Copies of practice placement reports, learning contracts and hours forms should be included within the CPD portfolio. You should aim to include some reflective writing from practice placements and the opportunity to do so will be included within evaluation sessions.

7.8 **Support for Practice Placement Educators**
Practice Placement Educators are highly valued and essential members of the education team. They are supported in a number of ways by the occupational therapy programme and practice placement tutors:

- Multiprofessional Support of Learning and Assessment in Practice module which contributes to their on-going CPD (offered at level 6 and level 7)
- University based Update days to discuss practice placement concerns and experiences, as well as any proposed changes or developments within the programme which will affect practice education
- Locality based refresher sessions which aim to focus on the needs of teams and individual educators
- Locality based practice placement meetings which focus on practical and organisational issues
- One to one meetings / phone calls / e-mail for personal support for example: where a student is finding it difficult to meet practice placement learning outcomes,
- Half way visit
- University facilities such as LISS where further support is required for students, for example: where the student has special needs and for the exceptional student where the educator may require further support in enabling this student to reach their potential.

Many Practice Placement Educators develop close links with the university and become actively involved in it’s business for example: interviewing prospective students, university based education and assessment. They may sit on committees or be involved in meetings / focus groups and joint research projects to enable us to develop programmes which meet the needs of the modern workforce requirements.

### 7.9 Accreditation of Practice Placement Educators

Wherever possible Practice Placement Educators are expected to hold or be working towards formal practice placement accreditation via APPLE (COT). It is not necessary that educators are accredited with the University of Cumbria.

The programme is continually working towards facilitating the accreditation of all Practice Placement Educators to ensure a quality practice education experience for all students. To this end the occupational therapy Practice Placement Tutors, in conjunction with nursing, physiotherapy, radiography and social work, have developed and run a module to develop the skills necessary in the education and assessment of students. The Multiprofessional Support of Learning and Assessment in Practice module contributes to their on-going CPD (offered at level 6 and level 7). This module is run on a self-directed learning basis using workshops and electronic materials and support to develop understanding of supervisory and teaching roles, the process of learning, assessment and evaluation. Practice Placement Educators are able to be added to the College of Occupational Therapist APPLE Database on successful completion of this module (refer to [www.cot.co.uk/APPLE](http://www.cot.co.uk/APPLE) for more information).

Accreditation of Practice Placement Educators indicates not only the commitment of occupational therapists to consolidate, enhance and maintain their skills as educators but is also a mechanism whereby quality practice placements can be assured. Accredited Practice Placement Educators who support and supervise other authorised educators during practice placement experiences also guarantee the continuing growth of accredited educators amongst their peers, contributing to the continued provision of quality placements for future generations of students.

### 7.10 Core Skills Framework
This is an initiative developed by NHS Health Education North West (HENW) which aims to
decrease duplication and to standardise the delivery of statutory and mandatory skills
required by students for placement and employment.
There are currently 14 core skills modules included within this framework, covering a range
of topics from Health and Safety to Information Governance.

These modules are delivered and are completed online. It is expected that students will
complete these at the beginning of each academic year. Failure to do so may well mean that
the next placement is delayed. Achievement of the learning associated with these topics will
be entered onto a central Core Skills Register and ultimately a Student Passport.
Full Time BSc students are required to complete all level 1 (and some Level 2) modules in
your 1st year; some further modules in 2nd year and all modules again at level 3 in the 3rd
year).
Part Time students are required to complete all level 1 (and some Level 2) modules in your
1st year; some further modules in 2nd & 3rd year and all modules again at level 3 in your final
year).

8. Responsibilities

Students, Practice Placement Educator and visiting tutors have responsibilities in ensuring
that the placement is successful.

8.1 Responsibilities of the Practice Placement Educator

Each student will be assigned a Practice Placement Educator whilst on placement. On some
placements you may have more than one educator but one individual will be assigned the
responsibility for the assessment. All Practice Placement Educators will have the appropriate
skills, training and preparation to provide support during the placement and will have had at
least one year’s practice prior to taking students (COT 2009). Where the educator is not an
occupational therapist, (ie. ”role emerging placements”) supervision and assessment will be
provided by an occupational therapist approved by the university.

Practice Placement Educators are responsible for:
   Providing a suitable practice based learning experience that takes into account
    health and safety and ensuring there is an adequate number of qualified and
    experienced staff within the department
   Facilitating learning by providing appropriate learning opportunities
   Ensure that students receive adequate induction into the placement setting
    including: orientation to the department; local policy; health & safety, risk
    management
   Ensuring that they have the necessary skills to facilitate work base learning
   Ensuring that they regularly update their Practice Placement Educator practice by
    attending Up Date sessions
   Working towards Placement Educator Accreditation (if not already accredited)
   Ensuring that they update their Practice Placement Educator accreditation every 5
    years (if applicable)
   Providing and documenting constructive and regular formal and informal feedback
to guide progress (usually at least 1 hour’s formal supervision per week (COT
2009)
Formal assessment of student’s practical ability
Evaluating student’s preparation for practice placement
Providing students with appropriate information regarding the placement prior to the placement commencing
Contacting and discussing issues affecting student performance with practice placement tutors and PEFs where further support is required
Ensuring that Action plans are put into place to support students who are identified as failing whilst on placement
Ensuring that service users, carers and / or families understand the student role and receive consent for student involvement in interventions
Ensuring students have access to essential policies
Ensuring the Practice Placement Charter is displayed within the department and that students have read this

8.2 Responsibilities of the visiting tutor

A tutor, usually from the occupational therapy programme, will visit during each placement (except for PP0 and PP4 unless a visit is requested) (see section 7.3 Half Way Placement visit).

The visiting tutor is responsible for:
- Providing the student and Practice Placement Educator with constructive feedback
- Supporting the Practice Placement Educator in their role
- Supporting the student in the learning environment
- Enabling the development & monitoring of an appropriate action plan where necessary
- Evaluating the placement, student’s performance and the Practice Placement Educator’s role after each visit
- Moderating placement assessments, ensuring that the placement assessment is being undertaken fairly and in line with the university's requirements.

8.3 Responsibilities of the student

Students are responsible for:
- Ensuring that all checks required for practice placements are complete prior to the first placement – PP0. **Failure to do so will result in you not being allowed out on placement** eg: DBS, inoculations and Occupational Health checks. These relate particularly to PP0 and when student return following Intercalation or External student status
- Being prepared for each placement; for example: you should have done relevant background reading relating to the placement speciality and identifying your own specific learning needs.
- Preparing and forwarding an information sheet and introductory letter to the Practice Placement Educator in good time (no later than 3 weeks) prior to the commencement of the placement (both are available on the Practice Placement Bb site and the PLU Bb site)
- Attending the module launch and evaluation sessions
- Behaving in a professional manner (see section below – Professional Behaviour during placement)
- Ensuring that the practice placement site Practice Placement Charter is read and followed (NHS sites only)
- Demonstrating enthusiasm and motivation to learn
Taking increasing responsibility for, in negotiation with the Practice Placement Educator, an appropriate learning contract / learning development plan which is ongoing throughout the practice placement (Appendix 5)

Understanding the function and management of the practice setting in which the placement is situated

Taking increasing responsibility for managing and recording supervision

Reflecting on practice

Demonstrate links between theory and practice

Alerting the Practice Placement Educator and Practice Placement Tutor to any issues which might prevent progress or successful completion of the placement

Formally evaluating own progress throughout the practice placement

Discussing learning experiences with the Practice Placement Educator at the end of placement

Completing the online evaluation form on the completion of placement

Contacting Practice Placement Tutors if there is concern about standards of safety in relation to contact with clients, levels of support and supervision, for example: if the Practice Placement Educator is off sick and a replacement has not been found who can support and supervise.

Collecting any information of value to academic modules, assignments and CPD portfolios

Photocopying placement assessment documentation for Professional Development Portfolio

Ensuring that all required placement paperwork is submitted to CIP on / before the designated time as stipulated within the module guide ie: Half Way report; Final report; hours form; learning contract; evaluation form; assignment coversheet

Raising areas of concern relating to standards of practice with the Placement provider and University (see 8.5 below)

Ensuring the NHS constitution is followed

Ensuring that you abide by Trusts / organisations policies fully during the placement. With particular emphasis on confidentiality and data protection. Eg: never be tempted to undertake placement paperwork on your own computer where service user names and details are listed (the Trust / organisation may wish to wipe clean your computer hard drive); do not use a memory stick on work computers.

8.4 Professional Behaviour during placement:

The public has a right to expect the highest possible standards of behaviour and professionalism from all its occupational therapists and that qualifying occupational therapists are fit to practice. This also relates to recruitment of students as well as conduct during the programme.

All students are expected to comply with the COT Code of Ethics and Professional Conduct http://www.cot.co.uk/publication/baotcot/code-ethics-and-professional-conduct and the University of Cumbria Student Code Of Conduct http://www.cumbria.ac.uk/Public/LISS/Documents/Procedures/StudentCodeofConductAndAdjudicationProcedure.pdf

The University has developed a well-established Fitness to Practice Policy for student health professionals which is aligned to the HCPC and COT Standards and Student’s Codes of Conduct. Students will be expected to read, familiarise themselves and adhere to the requirements for professional behaviour and attitude at all times in university, practice placements settings and in their personal / public lives.

HCPC Guidance on Conduct for Students:
8.5 Using the Learner's Voice for better Learning and Better Care

Learners have an important role in raising concerns about the standard of care (Francis Report, 2013¹). You will face unfamiliar and challenging situations, but this cannot account for witnessing problems with care delivery, the environment, clinical resources or believing someone is being put at risk, abused or neglected.

Your view is respected and will be acknowledged and acted on. You should be able to raise any questions or concerns with your placement educator and not fear reprisals or negative feedback.

If you have a concern, speak to someone:
1. Speak to your placement educator.
2. If you are not able to speak to them for any reason, talk to the placement manager or a lead clinician.
3. Contact the leads for education in practice (e.g. Practice Education Facilitator, Work Based Education Facilitator, Undergraduate Medical Education Manager, or Cadet Lead).*
4. Use the local incident reporting system* or speak to the Patient Safety team.*
5. If you are not happy to raise the issue with the placement, contact your tutor or learner support at your Education Provider.

Health Education North West and your placement and education providers working partnership to ensure the safety and quality of the learning environment. Concerns raised by learners provide a learning opportunity and will be taken seriously, acted on and outcomes shared.

*Cans be found locally

9. Communication

There are a number of ways in which information regarding practice placements is communicated to you. Announcements about practice placements, module launch and evaluation sessions are regularly posted onto the Practice Placement Blackboard site. Placement allocations are posted onto the PLU Bb site. In addition, notices may be sent to you by e-mail. You are expected to check all these methods daily especially when your practice placements are being organised.

Programme tutors may also need to contact you whilst you are on placement. You should, therefore, ensure that the PLU has up to date details of your address, telephone number and emergency contacts. The PLU has the contact details of Practice Placement Educators and PEFs. However, when you arrive on placement and find your educator, site or contact details have changed due to unforeseen circumstances it is your responsibility to inform Practice Placement Tutors and the PLU immediately and supply your new details.

Whilst you are out on placement you will also need to check your e-mails and Blackboard sites for information on evaluation sessions and future academic modules as well as other notices. The practice placement Blackboard site hosts a practice placement discussion board by which you can communicate with other students whilst on placement for additional support for example to discuss interventions, roles and so forth. This board is to be used for...
placement related communications (ie. not for social use). Further communication is also offered by way of the half way visit or telephone call from your allocated visiting tutor (see section 7.2 for further details).

9.1 Contact details

You may need to contact university tutors whilst on placement and can do so by telephone or by e-mail.

E-mail contact:
Students should use e-mail to contact the link tutor for quick enquiries where a discussion is not required for example: I need to take a day off for a hospital appointment is this OK? How will this affect my hours? My department has two days for this Bank Holiday do I do the same? How do I calculate my hours? Email should also be used when students are unable to make contact by telephone.

Telephone Contact:
Students should telephone the link tutor where the query is more complicated than can be dealt with by e-mail i.e. When discussion and / or advice is required for example: you have had a period of sickness and are concerned regarding the effect this will have on your placement hours and ability to achieve the placement outcomes and assessment profile.

Note: An immediate response is not always possible but tutors will make contact as soon as they are able too.

University of Cumbria Lancaster:  tel: (01524) 384384; fax: 01524 384591
Direct dial telephone: (01524) 38 plus extension
University of Cumbria Carlisle:  tel: (01228) 616234, fax: 01228 616235
Direct dial telephone: (01228) 61 plus extension

Email addresses: [name].[surname]@cumbria.ac.uk
(e.g. georgina.callister@cumbria.ac.uk)

Contacting the University

Practice placement educators and students are encouraged to consult with university staff if difficulties begin to arise as early as is possible during the placement so that remedial action can be facilitated.

Note: An immediate response is not always possible but tutors will make contact as soon as they are able too.

University of Cumbria Lancaster:  Direct dial telephone: (01524) 38 plus extension
University of Cumbria Carlisle:  Direct dial telephone: (01228) 61 plus extension

Email addresses: [name].[surname]@cumbria.ac.uk
(e.g. georgina.callister@cumbria.ac.uk)

HEAD OF DEPARTMENT

Alison Hampson  (Lancaster / Carlisle)  extension 6344
10. Attendance

Attendance is mandatory for all practice placements and the classroom based sessions relating to them, such as module launch and evaluation sessions. Attendance and punctuality are essential aspects of your professional behaviour whilst on practice placement. Non-attendance on placement may mean that you cannot achieve the learning outcomes or assessment profile for the placement. This could result in a fail or a deferred placement.

Practice placement hours are recorded to ensure that you achieve the minimum 1000 hours required. Failure to meet this target will mean additional placement time will be required in
order for you to be eligible to apply for registration with the HCPC and this process may be delayed

Unauthorised absences are notified to your Personal Tutor for discussion in relation to your learning. Your sickness and absence record is also used by your Personal tutor when writing your references for employment.

The Placement Learning Unit is responsible for recording and monitoring all absences from university sessions and practice placement absences.

10.1 Sickness & Absence Reporting

There is a clear process for reporting any sickness or absences to ensure that you have an accurate sickness & absence record whilst at University.

The Sickness and Absence Protocol is available on the PLU Bb site and should be read and adhered to at all times.

10.2 Prolonged Absence:

In situations where you need to take an extensive period of time away from your practice placement (e.g. sickness or personal reasons) you must discuss this with BOTH your Practice Placement Educator and your Practice Placement Tutor. In some cases, it may be determined that you will have insufficient time to meet the learning outcomes for that practice placement and the decision may be taken to withdraw you to avert a possible failed placement. This will mean that you have the opportunity to take the practice placement again as a first attempt. This placement will either be taken at the next practice placement opportunity or during the summer vacation period.

11. Access to library support and learning resources whilst on placement

Most practice placement locations now have computer and internet access. Some of the larger hospitals also have library facilities.

If you are going on practice placement for more than four weeks you can join the placement loan service that provides you with extended 4 weeks and 6 week loans, plus an entitlement to postal loans on items you request whilst you are away. You only need to register once each academic year to join the service, regardless of the number of placements you have in that year.

You will need to complete the Placement Loan Application Form and obtain your lecturer’s signature before you go on placement; then return the completed form to the library together with any books you currently have on loan so the due dates can be reset. It is important to note, however, that any books you take away with you may be requested by another user. You may therefore have to return the requested items in person or by post to the library as normal. The Library Collection Management Policy states one copy of essential text per fifteen students:-

http://www.cumbria.ac.uk/Public/LISS/Documents/Policies/CollectionManagementPolicy.pdf
Generally, and if funds allow, the most recent edition of a core text title will be purchased in eBook format.

Please ensure that you know your library PIN number before you start your placement to access your library account online. This will let you request books, check when books are due back, renew your loans, track your requests or check if you have any fines to pay.

You may also wish to request training from our staff in the libraries or gateway buildings before you leave to make sure that you know how to:

- Search for and request items on the library catalogue
- Search for online journal articles and conference papers
- Use classroom IT equipment including Smartboards and Promethean boards
- Join borrowing schemes with other University libraries near your home or placement site
- Use all the learning tools on Blackboard

You will find more information on postal loans and the other library services at: www.cumbria.ac.uk/liss, or ask at your local site library.

12. Dress Code

Most practice placements require students to wear a uniform and you will be provided with this before your first practice placement. You will be notified about uniform measuring and collection dates during the induction week.

The university provides you with the following:
3 Polo shirts OR tunics (preference)
2 pairs of trousers (green)
1 Fleece jacket (green)

If you require additional items, you are required to purchase the same design as your initial provision from the designated uniform supplier yourself. Details can be obtained from Blackboard and PLU.

If wearing a uniform is not required for a particular placement this information and details of the appropriate dress code will be provided by the practice placement provider prior to your placement commencing. The cost for any additional clothing for this must be met by the student.

You are not provided with a name badge so should ensure you have your University card with you during your placement.

You should also make sure you have read the University Uniform / Dress Code available on the PLU Bb site.

13. Placement Evaluation and Moderation

13.1 Practice Placement Evaluation

The occupational therapy programme deploys several methods of achieving and maintaining a high level of quality in practice placement education, and continues to develop methods of
assuring adherence to quality standards. All have a role to play in the evaluation of practice placements (QAA 2011, COT 2009, HCPC 2009, Skills for Health 2006).

Feedback on your practice placement experience is therefore collected via:

- **Practice Placement Evaluation** will be completed on the PARE online evaluation tool at the end of every practice placement.
- **Student reports for Quality Committees**
- **Informally from comments in placement evaluation sessions**
- **Meetings with Personal Tutors**
- **Feedback from Practice Placement Educators during placement visits**
- **Feedback from practice placement events; in university or locality based.**

All feedback is considered as valuable information and is in turn fed into action plans to improve the student learning experience in practice and influence future programme development. Formal feedback of the student’s practice placement evaluation forms is provided to practice placement sites on an annual basis. Where specific feedback is needed in individual circumstance this is given at the appropriate time.

External examiners are involved in the monitoring and evaluation of practice placements by scrutiny of practice placement paperwork for example: placement grades; report forms; learning contracts and half way visit forms.

The introduction of a national accreditation process and database by COT for Practice Placement Educators (APPLE) is a further measure to ensure the quality of the placement experience for students.

Practice placements are also audited biannually and before being used as new placement sites. The PEFs and placement tutors both have a role in this process and the PLU generic audit form is used.

### 13.2 Moderation of Practice Placements:

The placement modules are moderated in several ways:

**Written assignment:**

- The written assignment element is moderated in line with current University policy relating to written assignments:

**Practice Placement Profile:**

- The half way visit undertaken by tutors during placement is used to moderate the marking of placements between the different placement sites used. The formative report is reviewed specifically at this meeting and evidence to support the mark awarded is discussed with the placement educator.

- Placement Educator Update Sessions are undertaken on an on-going basis across all Trusts. The practice placement assessment profile, marking criteria and evidence to support the mark are a key focus of these sessions to improve parity of marking across placement sites.

- Practice placement grade descriptors have been developed for placement educators to refer to – these are available within the Educator Handbooks, on the University learning in practice webpages and are also held on trust Intranet sites (attached).
Set formula: Placement profile marks are awarded by the placement educator on the placement report form. The grade awarded is determined by the university placement tutors following a set formula. Placement tutors determine the grade and this is checked by another tutor for accuracy. Placement grades and comments from educators are scrutinised by the placement tutors to ensure parity of mark against comments. Where there is a miss match between grade and comments and/or where extremely high marks have been achieved the placement educator concerned is contacted for discussion.

14. Health and Safety

During the placement, we would expect students to prove to be effective, safe and reliable individuals. Placement organisations are employers in their own right, and employers must ensure, so far as is reasonably practicable, the health and safety and welfare of their employees. The primary responsibility for meeting statutory health and safety requirements within a placement remains with the placement organisation. Students on placement are therefore deemed to be employees and are, as such, owed a duty of care. However, it also the responsibility of each student to conduct themselves in a professional and safe manner.
References


College of Occupational Therapists (2006) *Developing the occupational therapy profession: providing new work based opportunities for students.* London: COT.


Health and Care Professions Council (2009) *Standards of education and training.* London: HCPC


University of Cumbria (2012) Academic Regulations. Available at http://www.cumbria.ac.uk/aqs


http://www.cot.co.uk

http://hpc-uk.org/
# APPENDIX 1

Illustrative timetable

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HWTO 4001 = Fundamentals of Professional Practice
HWTO 4002 = Developing Professional Graduate Skills for health and Social Care Practitioners
HWTO 5001 = Using Evidence to Support Practice (additional Part B - specific to own programme/or shared)
HWTO 5002 = Working with Others
HWTO 6001 = Using Evidence to evaluate Practice (additional Part B - specific to own programme/or shared)
HWTO 6002 = Professional Practice in Context
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### Year 4 - Working in Organisations

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<td>Exploring Applied OT Practice</td>
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### Assessment and MABs

- **Assess**
- **MABs**
APPENDIX 2

Placement Allocations: Student's Responsibilities

Once the Placement Learning Unit (PLU) has allocated the placement offers to students the list will be posted onto the placement Blackboard site.

1. Students need to check Blackboard or online INPLACE placement system to see which placement they have been allocated

2. Students need to make a note of their placement details ie. placement type and location, practice placement coordinator and educator

3. A letter of introduction and the placement form MUST be completed and sent directly to the Practice Placement Educator(or quicker if requested to do so). Failure to do this might result in losing the placement offer. This letter should be written to the Practice Placement Educator and MUST be signed by the student. (Sample letters and forms are provided on the Bb sites).

4. It is the student's responsibility to obtain accommodation if it is needed. If you require accommodation you might wish to ask the Practice Placement Educator for details of staff accommodation, hostels or local B&Bs within your letter of introduction.

5. You should have heard back from the practice placement educator prior to commencing placement with details of start time, uniform etc, but if you have not you should contact them by phone to determine this, preferably 2 weeks before the placement start date.

6. Where it has not been possible to allocate placements to a student the Placement Learning Unit will keep students informed of progress in obtaining offers. Once an offer has been provided and allocated to a student the above procedure must be followed. Students are advised to keep a close eye on Blackboard and e-mail.
APPENDIX 3

Position Statements

ALLOCATION OF PLACEMENTS

As a result of the geographical locations of the campus sites and the number of placements needed placement offers are obtained from NHS Trusts, Social Services, Private Hospitals and 3rd sector organisations from within the Strategic Health Authority (SHA) catchment area which includes the following locations:

- Cumbria
- Isle of Man
- Lancashire

*Limited access to some Wirral, Cheshire and Manchester placements

We are also fortunate to be close to the Scottish border and so some placements within Dumfries & Galloway are also available.

Placement offers are obtained by the Placement Learning Unit (PLU) and it is their job to allocate these placement offers to students. In doing so a number of factors are taken into account. Students must appreciate that with the large numbers involved the allocations of students to placements will represent what is “best fit” for everyone.

Practice Placements are allocated to students on the information supplied on the Essential Information form, which is available online for students to complete and return before commencement on the course. A profile of placements undertaken by each student is kept by the PLU and is also used to allocate future placements, to ensure a diverse range of experience is achieved.

It is the individual student’s responsibility to ensure that the information the PLU holds on them is kept up to date by completing a Change of Circumstances form if their circumstances change and returning it promptly to the PLU.

Personal Circumstances:

When allocating placements a student’s personal circumstances (specifically those which may affect their ability to undertake a placement) are considered and include the following:

- child care commitments
- care of a relative where the student is the main carer (and care requires daily commitment)
- medical reasons
- disability
- one off situations necessitating specific requirements for a placement (students should discuss these well in advance of their placement with the Practice Placement Tutor (PPT) and / or PT).

The following situations are not taken into account when allocating placements:

- care of animals
- part time jobs (except where the student is undertaking their programme on a part time basis)
- lack of bursary / money *

*Lack of Bursary:
Where a student does not receive a bursary, every effort will be made to provide at least one placement close to the student’s home or university base, to minimise their costs, however this cannot be promised or guaranteed.

* Lack of Money:
Where a student feels lack of money is an issue they should discuss this with LiSS. It may be possible to obtain a grant or loan from the University to cover placement costs.

**Previous Placement Experience:**

As far as is possible students should undertake all their placements within different Trusts and in different departments to experience the diverse range of specialisms and working practices within the profession. However, this is not always feasible due to ongoing changes within departments and Trusts and to student’s personal circumstances.

**In all cases:**
- Students may not undertake more than one placement on the same unit (except for the Observation Placement – if unavoidable)
  - Students may return to the same Trust but must attend a different department
  - Students may undertake more than one placement at a hospital or unit so long as the specialism is different eg. orthopaedics for one placement and then intermediate care for another but within the same hospital base
  - Students MUST have a different Practice Placement Educator for each placement
  - students **cannot** undertake a placement in an area where a close relative also works as this may create a conflict of interest eg. Spouse or partner, parent, grand parent, sibling, aunt or uncle.

**Considerations of Placement Providers / Educators:**

Placements are also allocated to students in line with the considerations of the practice placement provider’s requirements such as:
- car driver essential
- availability of accommodation*
- level of experience of the student (Level 4, Level 5 or Level 6)

*Where accommodation is not available students might be expected to stay in B&B if there is no alternative.

**Students are required to note the following:**

- Students need to be aware that the more constraints they put onto placements the more difficult it is for the PLU to meet their needs. This might mean that a placement cannot be found at the designated time which will necessitate a student undertaking the missed placement during the summer holiday period or in extreme cases, intercalating for a year.

- All placements are undertaken on a full time basis (for both Full Time and Part Time programmes). Only under exceptional circumstances can a placement be undertaken on a part time basis. This must be discussed with and agreed by the student’s PT and Programme Lead.

- Placements are allocated to students in line with their particular personal and academic needs and only in very exceptional circumstances will a student’s placement be changed (see also Requesting a Change in Placement).
There are never sufficient local placements to accommodate all students close to home or base thus students must be prepared and expect to travel / stay away from home to undertake placements.

Students are expected to travel up to 1 ½ hours each way to access a placement and sign up to this at the start of the course during online registration.

Students with child care commitments are not expected to stay away overnight for placements but the same travel time rules apply. Students are notified of placements well in advance and students will need to plan for different child care arrangements around placement times.

It is the student’s responsibility to communicate any changes which might affect future placements to the PLU as soon as possible and a Change in Circumstances form completed if appropriate. For example: change of address / telephone number, willingness to go to the Isle of Man, availability of a car etc.

The PP4 Elective placement is organised by the students themselves in consultation with the PPT.

The Allocation Process:

Placement trawl forms and equitable allocations templates are sent out to Practice Placement Coordinators and / or Placement Education Facilitators (PEFs) annually

Placement offers received are collated by Placement Learning Unit (PLU)

Approximately 8 weeks before each placement commences, if not earlier, PLU allocate the offers to the students and send the notifications to placement areas. These details are published on the PLU Blackboard site or online INPLACE system at least 3 weeks prior to the placement commencing.

Upon allocation students need to complete individual Practice Placement Forms and personal letters of introduction and e-mail these directly to their Placement Coordinator within 5 working days. Failure to do so may put the placements in jeopardy. The details for this will be published alongside the allocated placement information.

On receipt of this information the Coordinators or individual Educators should contact the student by letter or phone to discuss the placement in more detail. A pre placement visit might be requested in which case students must attend.
REQUESTING A CHANGE IN PLACEMENT ALLOCATION

This statement clarifies the position of the University of Cumbria on the matter of students refusing placements allocated to them by the Placement Learning Unit (PLU).

As a result of the large numbers of students on the BSc and MSc Occupational Therapy programmes who require placements and the distribution of the placements that are offered it is not feasible to place all students close to their base and provide the broad range of experiences required for Registration with the Health and Care Professions Council (HCPC). The majority of students may therefore, have to undertake practice placements in locations away from home or their term time base.

A change in placement allocation MUST be made on a Request for Change of Placement form (available from the PLU Bb site). This request MUST be discussed with the Practice Placement Tutor (PPT) and PT. Both the PT and Programme Lead are required to give consent to the requested change and sign the form before returning this to the PLU.

If the reasons given are found to be reasonable and both PT and Programme Lead are in agreement then another placement will be allocated if possible. Where this is not possible students will be required to undertake this placement during the summer months.

Where the reasons given are not deemed reasonable (and the PT and Programme Lead do not agree to the requested change) the placement allocated will stand and the student will be required to attend the placement.

If, within the first four weeks, the student does not attend their allocated placement they will be considered to have voluntarily withdrawn from the placement. Subsequently a recommendation will be made to the Module Assessment Board to fail the student for that placement. The student will then be required to retake the placement at a later date as a resit opportunity.

SUPPORT FOR STUDENTS AND EDUCATORS

The College of Occupational Therapy states that it is the responsibility of the education centre "to provide a structure which supports fieldwork educators and students throughout each fieldwork placement"

(COT, 2008)

The QAA (2011) is clear in its guidance on the responsibilities of the HEI:

“Institutions should ensure that students are provided with appropriate guidance and support in preparation for, during and after their placements”

There are various ways in which the academic staff endeavour to support both student and educator during the placement experience:

1) There are two designated Practice Placement Tutors (PPTs) for Occupational Therapy; Georgina Callister (Carlisle) and Liz Harrison (Lancaster).

2) Practice Educators and students are encouraged to consult with University of Cumbria staff if problems begin to develop during placements so that early remedial action can be facilitated.
3) Tutors will undertake a student contact during PP1, PP2 and PP3. This may be a face to face visit or a telephone call. This will normally be undertaken around the half way point of the placement.

Details of student contacts are provided on the PLU Blackboard site. Placement visits do not occur for the Observation Placement or the final elective/self-directed placement PP4.

Note: A placement visit may be made for PP4 if required by the student or Educator.

Benefits of visits are:
- support for student
- support for educator
- an occasion for solving problems
- a means of strengthening relationships between workplace and University
- a means of monitoring the assessment process to ensure parity of grading

4) A module launch is provided prior to placement and an evaluation session is organised following the placement. These are an important element of the programme and students are required to attend these sessions. Students can also arrange to see their PPT or PT to further discuss their placement experiences in a one to one setting if required.

5) If a student or educator feels a placement experience is not going well and failure is anticipated the university tutors can help both student and educator. Through telephone or face to face contact they can analyse the problems and set priorities and remedial action.

The university may expect in the first instance for the student and educator to explore these problems although tutors will arbitrate if necessary. Following the placement experience the student should meet with the PPT and/or PT to reflect on their experience and identify future learning needs so these can be addressed on the next placement.

6) Students are encouraged to develop peer support networks on placement and these opportunities are sometimes provided by placements.

7) The College of Occupational Therapists states that the educator should

"ensure he/she has access to personal support, supervision and/or consultation" and is “familiar with resources for support"

The methods of and importance of developing support networks are explored and facilitated within mentorship modules and during Educator Update Days within the University and locality based.
COMMUNICATION WITH EDUCATORS and ENSURING QUALITY PLACEMENTS

The College of Occupational Therapists state that “It is the responsibility of the HEI to communicate with the Practice Placement Educator and inform them of changes and developments within the course which may affect placement education”. It also states that it is the responsibility of the HEI “to inform placement providers fully, and in advance, about the placement pattern as outlined in the education course documents” (COT 2008).

Occupational Therapist’s accepting students on placement should also have a clear understanding of the roles and responsibilities of the student, educational establishment and the fieldwork educator (COT, 2008).

The Occupational Therapy programmes are required to ensure that students are being provided with quality placements. Also that areas of weakness, potential difficulties with particular placements or indeed individual educators are highlighted and dealt with as effectively and efficiently as possible.

The programmes deploy several methods of achieving and maintaining a high a level of quality in practice education and continues to develop methods of assuring adherence to quality standards (BSc and MSc Practice Placement Education Information Packs, 2016).

The University of Cumbria endeavours to assure quality practice placements and facilitate good communication with work based colleagues by:

- Having a named contact person, the practice placement tutor (PPT), who is available for student issues on placement

- Contacting students on practice placements at the half way stage, either in person or by telephone. Tutors also visit at other times if this is requested by student or educator, eg if difficulties have arisen on the placement and to deal with specific issues.

- Informing educators of the programme curriculum and learning outcomes via the BSc and MSc Practice Placement Education Information Packs (2016)

- Supporting educators in the Occupational Therapy accreditation scheme: APPLE (COT 2005). This involves disseminating information about the scheme and facilitating accreditation for educators who have undertaken a module route (eg. HLLM 6001 & HLLM 7001 Multi-professional Support of Learning and Assessment in Practice, HEPP 7001). This also includes the marking of portfolios for educators wishing to take the Experiential route to gain national APPLE accreditation status.

- Involving OT clinicians in University based education e.g involvement in lecturing, assessment and interviews.

- Providing relevant and requested CPD opportunities for educators.

- Participating in locality based Update Days and Placement Education meetings within trusts and service areas

- Requesting placement profiles from Trusts and organisations providing placements
• Feeding back information from student evaluation forms on an annual basis to practice educator teams and also to the individual educator if this is appropriate.

• Inviting practice placement representatives to Quality Committee Meetings to provide reports on placement issues.

• Placements are encouraged to contact the PLU and / or PPTs if they have any concerns about their ability to provide quality placements so that any issues can be resolved with help from University if necessary and appropriate.

In all the above situations feedback from educators is actively encouraged and valued.

SUPPORTING DISABLED STUDENTS ON PRACTICE PLACEMENT

This statement seeks to clarify the position of the Occupational Therapy programmes with regard to its response to The Special Educational Needs and Disability Act 2001 (SENDA) which came into force in September 2002 as Part 4 of the Disability Discrimination Act (DDA). This refers specifically to special educational needs and disability and introduced changes to the DDA requiring institutions to take action to ensure that students with disability have equality of opportunity to benefit from work based placements. This includes practice placements carried out by students on health related courses.

Given the importance of practice placements within the occupational therapy programmes, it is essential to ensure that students with disabilities have the same access to placements as their non-disabled peers. For students with disabilities to benefit fully from occupational therapy programmes, academic and practice placement staff must ensure that each component of the placement is fully accessible to them.

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect in his/her ability to carry out normal day to day activities. Even if the situation improves or symptoms are in remission the person is still covered by the Act.

Physical or Mental Impairment includes:

• Physical Disabilities
• Sensory impairments
• Dyslexia
• Mental Health difficulties
• Medical conditions e.g. epilepsy, diabetes
• Severe disfigurements
• Autistic spectrum disorders

Responsibilities of the Academic Institution

In order to support students with disabilities effectively academic staff need to:
• Be familiar with the DDA legislation and its implications for students. This will involve attendance at relevant staff development sessions provided by the University of Cumbria.
• Facilitate a seamless support service framework for students undertaking the Occupational Therapy programmes
• Liaise with placement educators in the work setting regarding reasonable adjustments and specific support issues.
• Ensure input into Educator updates to raise awareness about disability issues and their implications
• Liaise with the University Disability Support Service as appropriate
• Ensure opportunity for the support needs of students to be identified at interview or prior to entry onto the programme

DISCLOSURE

The Occupational Therapy programme seeks to create an atmosphere of support and openness to encourage students to feel able to disclose relevant information about their disability. Students are also encouraged to disclose their requirements to the practice placement provider so that support can be prepared in the practice setting. Information disclosed is treated as "sensitive, personal information" as defined by the Data Protection Act (1998) and such information can therefore only be given to others with the explicit permission of the student. Therefore, information about a student’s disability disclosed to the university can only be relayed to the practice setting with the express permission of the student and would be on a 'need to know' basis.

Note: where a student has a formal Action Plan in place the student signs this form acknowledging that the information contained within it will be disclosed to the practice placement educator where it relates to placements.

Opportunities for students with disabilities to discuss their specific needs on placement are provided either on an individual basis with Personal Academic Tutor (PT) or the Practice Placement Tutor (PPT). The student is also actively encouraged to discuss specific needs with the practice placement provider prior to the commencement of the placement. A pre-placement visit with the PPT (if required) is strongly recommended.

An individual student does have the right not to declare a disability. However, there can be no charge of discrimination if the institution or the practice placement setting did not know, or could not have reasonably known about the individual’s disability.

ALLOCATION OF PLACEMENTS

Organisation and appropriate prompt allocation of placements for the student with a disability is viewed as important to ensure that necessary reasonable support measures can be put in place prior to the start of placement.

For a minority of students, it may be necessary to consider maintaining a degree of consistency of provision (e.g. same or similar environment) when allocating practice placements for the duration of the occupational therapy programme. As there are negative as well as positive aspects to this type of provision the concept would be discussed in detail with the student prior to adopting this mode of allocation.
PRE-PLACEMENT VISIT

Students are encouraged to visit the placement site, when possible or appropriate, prior to the commencement of the placement. This is particularly important if there are issues around travel, orientation in a new environment or mobility. The visit will also provide an opportunity for the educator and any other relevant staff to have ‘face to face’ discussion about reasonable adjustments which may be required with the student.

REASONABLE ADJUSTMENTS

The University may not be directly involved in the negotiation of reasonable adjustments required for individual students on placement. However, the PPTs will be aware of any adjustments which have been negotiated. They ensure communication with the student and placement provider to ensure monitoring and modifications take place as required.

GUIDANCE ON SPECIFIC DIFFERENT DISABILITIES.

As a general principle the disabled student would be regarded as the best resource for information on their own support needs as adults who have already achieved success in a range of educational systems and have reached a stage where they are able to enter a University programme. However, it also cannot be assumed that every individual student with a disability has developed an optimum range of strategies to enable them to fully participate in learning opportunities (e.g. the student with a newly diagnosed condition) and university student support systems may need to be involved in further developing personal strategies.

VISITING STUDENTS ON PLACEMENT

It is the policy of the Occupational Therapy programmes that all students are “contacted” around the half way point of their practice placements (PP1, PP2, PP3,). The exceptions being the one-week observation placement and the final elective placement (PP4). “Contact” is defined as a visit by a tutor; a telephone call or e-mail contact.

It should be noted that where a student undertaking PP4 experiences difficulty during placement a visit(s) from a Tutor can be arranged, except where a student undertakes a placement outwith the Health Education North West (HENW) area or is overseas. In these circumstances a visit from a Tutor from a more local HEI would be the preferred option if it can be arranged. If this is not possible then a “telephone visit” or an “e-mail visit” would be carried out.

Normally a student would be visited by a university Tutor but in situations where this is not possible (for example: being outwith the HENW area) the student and placement educator would be informed of this in advance of the placement and a telephone or e-mail contact arranged instead.

If a tutor finds that s/he cannot visit a student for any reason, then the following procedure should be followed:

- The tutor should check with colleagues if another tutor can undertake the visit. If someone can then the problem is solved.
- If a replacement tutor is not available, the PPT should be informed.
- A decision to do a telephone visit should be made jointly by the tutor, PPT and programme lead.
- The decision to do a telephone visit should be documented on the Practice Placement Visit form.

It is the responsibility of each student to arrange the placement visit or contact. The following steps should be taken:
  o Student is notified via Blackboard, prior to placement, who the visiting tutor will be
  o Student should send the visiting tutor form to this tutor before the placement commences. The tutor will indicate on this form when they are available for visits and return this to the student as early as possible.
  o Once on placement the student must liaise with their educator to arrange a convenient time and date for the visit to occur. This should be organised within the first few days of placement commencing.
  o Student must notify the tutor of the arrangements and include directions to the placement site as well as full address and contact number for their educator.
  o Students should organise a quiet room for the meeting or phone call to take place.

**INTERNATIONAL PLACEMENTS**

Students are not able to undertake international placements unless it is for the PP4 Elective placement or undertaken as part of an exchange scheme. This is due to the support system in operation for students which could not be undertaken if the student were overseas.

Where international placements are to be utilised they must be within countries affiliated to the World Federation of Occupational Therapists (WFOT) and undertaken with an Educator who obtained their qualification in a WFOT affiliated country. This is required in order for the placement hours and assessment to count towards the minimum 1000 hours necessary for Registration with the Health and Care Professions Council. It is the responsibility of each student to ensure this before arranging their overseas placement. This may be checked with College of Occupational Therapists and WFOT.

In many countries students need to apply for a placement via a clearing system. There is usually a non-refundable charge for this and a placement is not guaranteed. This clearing system will allocate placements anywhere in the country where there is availability hence students should be warned that they may not get a placement where they wished.

As the process can be lengthy students should begin as soon as possible and certainly at least a year prior to the start date of PP4.

The following also need to be considered:

- Students must discuss their intention to undertake PP4 abroad with their PT and Practice Placement Tutor (PPT) for agreement prior to taking any further steps.
- Student should note that the request to undertake a placement overseas may be refused if the PT and PPT do not feel the student is strong enough to undertake such a placement due to the long arm nature of support.
• Students should ensure that they have adequate insurance for professional practice within the country of their choice. This will need to include Professional Indemnity insurance as well as personal medical insurance and appropriate travel and driving insurance (if necessary). If the student is a member of College of Occupational Therapists (COT) they are covered by Professional Indemnity insurance, however they must check if this is adequate. Additional cover may be required at an additional cost.
• Students should consider the language barrier and how this will affect service user / student rapport and educator / student rapport and assessment.
• Students must note that all costs incurred are born by themselves.
• Students should allow adequate time for processing of visas and other necessary documentation.
• Students are advised to organise a backup placement on the mainland in case an overseas placement cannot be secured.

DEVELOPMENT OF NEW PLACEMENT SITES

It is a requirement of the Quality Assurance Agency for Higher Education (QAAHE) that the Higher Education Institution (HEI) should ensure that new a placement provider is able to provide adequate opportunities for students to meet their learning outcomes.

To enable this to happen any new placement provider must firstly be contacted and visited via the SHA Placement Development Manager (PDM). Once satisfied that the placement is suitable the PDM will make contact with the University Practice Placement Tutor and a joint visit will be undertaken to confirm professional suitability and to discuss the programme and the place of practice placements within it. An Audit form and a Partnership Agreement Form will be completed.

New sites should have one of the following available:
- Accredited Educator
- Educators who have attended training on clinical education
- Have access to an Accredited Educator
- Have a Mentorship scheme in place (from a different profession) to act as support to the Practice Placement Educator.

A Practice Placement Information Handbook (BSc and MSc) detailing the course curriculum, placement learning outcomes and responsibilities should be provided to the new placement site. Further contact should be made with the site to ensure that they are able to meet their responsibilities to the HEI and student (if necessary).

References


College of Occupational Therapists (2009) Standards for Education: Pre-registration Education Standards. London COT


APPENDIX 4

Practice Placement Record
Total Hours completed by Student whilst on Placement

Name: ....................................................................................................................
Name of Practice Educator: .....................................................................................
Placement Address: ..................................................................................................

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekly Total</th>
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<td>Week 8</td>
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</tbody>
</table>

Total Hours

Total Number of days absent

Practice Educator’s Signature ...........................................................................
Date ..............................
OCCUPATIONAL THERAPY

LEARNING CONTRACT - PRACTICE PLACEMENT EDUCATION

Name of Student: ___________________________ Supervision Time: ___________________________

Name of Practice Educator: ___________________________ Final Report (Date & Time) ___________________________

Area of Work: ___________________________ Placement: ___________________________

GUIDELINES FOR COMPLETION

After an induction period (normally end of the first week), all students should be able to contribute to discussion about what they want to achieve from their placement - their learning outcomes. These learning outcomes should reflect the university Aims and Outcomes for the level of placement. The learning contract is a negotiated practical agreement between the practice educator and the student. The negotiation allows the students to take responsibility for their learning, and clarifies both the student and educator’s roles. *Remember*, keep the learning outcomes simple, realistic and don’t be too ambitious. The contract will normally be made during the first week of the placement to be reviewed regularly.

The Learning Contract is not assessed; it is a tool to enable the student to maximise her/his learning. Contracts should be returned to university with Assessment Forms.
### OCCUPATIONAL THERAPY

#### LEARNING CONTRACT - PRACTICE PLACEMENT EDUCATION

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>LEARNING METHODS</th>
<th>LEARNING RESOURCES</th>
<th>EVIDENCE</th>
<th>DATE ACHIEVED/ PRACTICE EDUCATOR AND STUDENT INITIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I want to learn or develop during this placement?</td>
<td>What learning strategies will I employ?</td>
<td>What resources do I need Access to in order to Achieve my learning Outcomes:</td>
<td>How can I show myself and my practice educator that I have met my learning outcomes? What proof will I offer and when?</td>
<td></td>
</tr>
</tbody>
</table>


APPENDIX 6

STUDENT PRACTICE PLACEMENT EVALUATION

HALF-WAY/FINAL REPORT*
*delete as appropriate

PP

GENERAL INFORMATION

Student’s Name: Placement Dates:
Practice Educator’s Name:
Location: Number of Placement Hours:
Type of Placement:
Outcome: PASS/FAIL
(only on final report)

RECOMMENDATIONS
(with guidelines)

PRACTICE EDUCATOR’S GENERAL SUMMARY

Date:

Signature:

STUDENT’S GENERAL SUMMARY

Date:

Signature:
# PRACTICE PLACEMENT PROFILE OF ATTAINMENT

**EXPECTED AT LEVEL 4 - PP0**

## PROFESSIONAL STANDARDS

<table>
<thead>
<tr>
<th>CLIENT CENTRED SKILLS</th>
<th>The student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply Theory to Practice</td>
<td></td>
</tr>
<tr>
<td>Demonstrate Assessment skills</td>
<td></td>
</tr>
<tr>
<td>Apply Activity Analysis</td>
<td></td>
</tr>
<tr>
<td>Plan Interventions</td>
<td></td>
</tr>
<tr>
<td>Implement Interventions</td>
<td></td>
</tr>
<tr>
<td>Evaluate Interventions</td>
<td></td>
</tr>
<tr>
<td>Identify &amp; Use Safe Practice</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MANAGEMENT SKILLS</th>
<th>The student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage Self</td>
<td></td>
</tr>
<tr>
<td>Manage Workload</td>
<td></td>
</tr>
<tr>
<td>Make Decisions</td>
<td></td>
</tr>
<tr>
<td>Demonstrate Administration Skills</td>
<td></td>
</tr>
<tr>
<td>Gather Relevant Information</td>
<td></td>
</tr>
<tr>
<td>Record Information</td>
<td></td>
</tr>
<tr>
<td>Demonstrate Awareness of Legislation</td>
<td></td>
</tr>
<tr>
<td>Undertake Risk Assessment &amp; Management</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERPERSONAL SKILLS</th>
<th>The student is able to demonstrate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Communication Skills</td>
<td></td>
</tr>
<tr>
<td>Appropriate Liaison with Colleagues</td>
<td></td>
</tr>
<tr>
<td>Sensitivity to Individual Needs</td>
<td></td>
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<tr>
<td>Sensitivity to Group Needs</td>
<td></td>
</tr>
<tr>
<td>Assertiveness Skills</td>
<td></td>
</tr>
<tr>
<td>Effective Reporting Skills</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL SKILLS</th>
<th>The student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept Responsibility</td>
<td></td>
</tr>
<tr>
<td>Articulate the OT Role</td>
<td></td>
</tr>
<tr>
<td>Recognise Own Limitations</td>
<td></td>
</tr>
<tr>
<td>Adhere to Code of Ethics</td>
<td></td>
</tr>
<tr>
<td>Supervision Effectively</td>
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</tr>
<tr>
<td>Demonstrate Self-directed learning</td>
<td></td>
</tr>
<tr>
<td>Present Self Appropriately</td>
<td></td>
</tr>
<tr>
<td>Evidence Underpinning Practice</td>
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</tr>
</tbody>
</table>

**Notes:**
The **denotes the expected level of attainment for this placement.
PP0 is an OBSERVATION placement only therefore you are not required to complete the right hand columns.
PRACTICE PLACEMENT PROFILE OF ATTAINMENT
EXPECTED AT LEVEL 4 - PP1

PROFESSIONAL STANDARDS

CLIENT CENTRED SKILLS
Apply Theory to Practice
Demonstrate Assessment skills
Apply Activity Analysis
Plan Interventions
Implement Interventions
Evaluate Interventions
Identify & Use Safe Practice

The student is able to:

MANAGEMENT SKILLS
Manage Self
Manage Workload
Make Decisions
Demonstrate Administration Skills
Gather Relevant Information
Record Information
Demonstrate Awareness of Legislation
Undertake Risk Assessment & Management

The student is able to:

INTERPERSONAL SKILLS
Effective Communication Skills
Appropriate Liaison with Colleagues
Sensitivity to Individual Needs
Sensitivity to Group Needs
Assertiveness Skills
Effective Reporting Skills

The student is able to demonstrate:

PROFESSIONAL SKILLS
Accept Responsibility
Articulate the OT Role
Recognise Own Limitations
Adhere to Code of Ethics
Supervision Effectively
Demonstrate Self-directed learning
Present Self Appropriately
Evidence Underpinning Practice

The student is able to:

Notes:
The __ denotes the expected level of attainment for this placement.
If you feel the student has exceeded this level please indicate to what extent in the
additional boxes i.e. Expected, Good, Very Good or Outstanding.
# Practice Placement Profile of Attainment

**Expected at Level 5 - PP2**

## Professional Standards

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<th>Client Centred Skills</th>
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<td>Demonstrate Assessment skills</td>
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<td>Implement Interventions</td>
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<tr>
<td>Evaluate Interventions</td>
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<tr>
<td>Identify &amp; Use Safe Practice</td>
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<table>
<thead>
<tr>
<th>Management Skills</th>
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<td>Present Self Appropriately</td>
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<td>Evidence Underpinning Practice</td>
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**Notes:**

The [ ] denotes the expected level of attainment for this placement.

If you feel the student has exceeded this level please indicate to what extent in the additional boxes i.e. Expected, Good, Very Good or Outstanding.
# Practice Placement Profile of Attainment

**Expected at Level 6 - PP3**

## Professional Standards

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<td>Plan Interventions</td>
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<td>Evaluate Interventions</td>
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<td>Identify &amp; Use Safe Practice</td>
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## Management Skills

<table>
<thead>
<tr>
<th>The student is able to:</th>
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<th>C</th>
<th>E</th>
<th>G</th>
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<tbody>
<tr>
<td>Manage Self</td>
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<td>Manage Workload</td>
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<td>Make Decisions</td>
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<td>Demonstrate Administration Skills</td>
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<td>Gather Relevant Information</td>
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<td>Demonstrate Awareness of Legislation</td>
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<td>Undertake Risk Assessment &amp; Management</td>
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## Interpersonal Skills

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<tr>
<th>The student is able to demonstrate:</th>
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<tbody>
<tr>
<td>Effective Communication Skills</td>
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<td>Appropriate Liaison with Colleagues</td>
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<td>Sensitivity to Individual Needs</td>
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<td>Sensitivity to Group Needs</td>
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<td>Assertiveness Skills</td>
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<td>Effective Reporting Skills</td>
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## Professional Skills

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<tr>
<th>The student is able to:</th>
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<tbody>
<tr>
<td>Accept Responsibility</td>
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<td>Articulate the OT Role</td>
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<td>Recognise Own Limitations</td>
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<td>Adhere to Code of Ethics</td>
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<td>Supervise Effectively</td>
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<td>Demonstrate Self-directed Learning</td>
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<td>Present Self Appropriately</td>
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<td>Evidence Underpinning Practice</td>
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**Notes:**
- The □□□□ denotes the expected level of attainment for this placement.
- If you feel the student has exceeded this level, please indicate to what extent in the additional boxes: Expected, Good, Very Good, or Outstanding.
# Practice Placement Profile of Attainment

**Expected at Level 6 - PP4**

## Professional Standards

<table>
<thead>
<tr>
<th>Client Centred Skills</th>
<th>The student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply Theory to Practice</td>
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<tr>
<td>Demonstrate Assessment Skills</td>
<td></td>
</tr>
<tr>
<td>Apply Activity Analysis</td>
<td></td>
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<td>Plan Interventions</td>
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## Professional Skills

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</tr>
<tr>
<td>Present Self Appropriately</td>
</tr>
<tr>
<td>Evidence Underpinning Practice</td>
</tr>
</tbody>
</table>

**Notes:**

The [ ] denotes the expected level of attainment for this placement.

If you feel the student has exceeded this level please indicate to what extent in the additional boxes i.e. Expected, Good, Very Good or Outstanding.
Formula for Awarding Practice Placement Percentages

This formula MUST be read in conjunction with the Passing and Failing section (Section 6.2) of the practice placement handbook as certain rules apply in addition to this formula.

Formula:

The marks for the practice placements are awarded as follows:

Where a student has achieved all the expected levels of attainment for that practice placement the student will receive a mark of 50%.

For each mark below the expected level of attainment 5 marks per skill is deducted (only 2 skill areas in different skill boxes are allowed to be marked lower – see section 6.2). Where two skill areas are marked lower the student will receive a mark of 40%. Where one skill area is marked lower the student will receive a mark of 45%. These marks are capped at 40% and 45% and cannot be offset against higher marks in other skill areas (see Section 6.2)

Where the right hand columns have been used to indicate higher marks these are calculated as follows:

The “E” column is the same as the expected level of attainment thus marks in this column do not receive a higher mark – the student with “X” in all the boxes in the “E” column will receive a mark of 50%.

An “X” in the “G” box equates to 1 x 87th of 50, an “X” in the “Vg” box equates to 2 x 87th of 50 and an “X” in the “Og” box equates to 3 x 87th of 50.

Where an educator has indicated that a student has achieved a higher level by using these boxes these marks are added together, divided by 87 and multiplied by 50 to give a percentage which is then added to the 50% already achieved from having met the expected levels of attainment. For example:

- The student with “X” in 6 of the “G” boxes. Is awarded $6 \div 87 \times 50 = 3.4$. This is added to the 50%. Total percentage = 53.4%.

- The student with “X” in 6 “G” boxes ($6 \div 87 \times 50 = 3.4$) and 6 “Vg” boxes ($12 \div 87 \times 50 = 6.8$) and 1 “Og” box:: ($3 \div 87 \times 50 = 1.7$) = 11.9. Total percentage = 61.9%.

COMPLETING THE REPORT FORM – notes for Educators

The practice placement PP0 is not marked as this is the one-week observation placement. Although a report exists detailing level of attainment at “O” level educators are not expected to complete the report. It’s inclusion is for information only.
The remaining practice placement: PP1, PP2, PP3 and PP4 are assessed and the students awarded a percentage according to their performance. Practice placement educators are not expected to award the percentage mark and this is worked out by university staff following an agreed formula.

To complete the report forms:

To pass the placement students are expected to achieve a specific level of attainment for the skill areas on the report form. This expected level is the shaded box (see report). If students achieve this level, you put an “X” in this box.

Where you feel the student has not achieved this level put an “X” in the lower boxes to indicate the level they have attained (this student may fail the placement).

Where you feel a student has exceeded this level please indicate to what extent by using the additional boxes ie. Expected, Good, Very Good or Outstanding. Put an “X” in the box you feel matches the students’ performance for that skill area.

You should write some comments in the sections on the back page of the report, under the headings: Client Centred Skills, Management Skills, Interpersonal Skills, and Professional Skills. There are sections on the front page which you should complete to summarise the student’s performance and to give guidance for future practice placements.
## APPENDIX 9
### Practice Placement Level Descriptors

#### Level 4 - PP1

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Outstanding</strong></td>
<td>From the outset the student consistently achieves an exceptionally high standard of practice for the skill area. They demonstrate exceptional comprehension with a thorough knowledge &amp; understanding of theories, concepts and models which go beyond that covered in the programme. The student is able to apply these principles to the practice context at all times. They demonstrate a sophisticated ability to analyse and reflect on practice and are able to reach their own appropriate conclusions to problems. Students demonstrate that they are resourceful, imaginative and use their initiative at all times.</td>
</tr>
<tr>
<td><strong>Very Good</strong></td>
<td>The student consistently demonstrates that they are able to carry out the skill to a very high standard. They demonstrate sound knowledge &amp; understanding and are able to apply this in the practice context. Their work shows evidence of ability to analyse and reflect on practice using models, concepts and theories covered in the programme and are able to reach some conclusions to problems. Students demonstrate that they are resourceful, imaginative and able to use their initiative at times.</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>The student demonstrates that they are able to carry out the skill to a higher level than the baseline expected for this placement. They demonstrate relevant knowledge and understanding and are able to apply this themselves in the practice context. There is evidence that the student has applied given tools and/or methods accurately to practice and problems without assistance from the educator.</td>
</tr>
<tr>
<td><strong>Expected</strong></td>
<td>The student demonstrates that they have met the expected profile for this skill. The student demonstrates that they can participate in or assist the educator with the skill. They demonstrate basic knowledge and understanding of the key theories, concepts and models studied to date and are able to apply these in the practice context with help from the educator. The student will require help from the educator to analyse and reflect on their practice and will require direction in all aspects of the departments work. Work shows evidence that the student has applied given tools/methods to well defined practical contexts and/or problems.</td>
</tr>
<tr>
<td><strong>FAIL</strong></td>
<td>The student has not developed skills to meet the assessment profile for this placement. This student is still at the observation or participation level for a given skill. The student has no, incorrect or little knowledge of the theories, concepts, tools and methods studied in the programme so far and are unable to apply these to the practice context. They are unwilling or unable to participate in the work of the department. The student does not use supervision as a learning / developmental experience and does not act on advice or progress during the placement experience.</td>
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<tr>
<td>Level 5 – PP2</td>
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<tr>
<td><strong>Outstanding</strong></td>
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<tr>
<td>From the outset the student consistently achieves an exceptionally high standard of practice for the skill area. They demonstrate exceptional comprehension with a detailed and impressive knowledge &amp; understanding of theories, concepts and models which go beyond that covered in the programme. The student is able to apply these principles to the practice context at all times. They demonstrate a sophisticated ability to analyse and reflect on practice and are able to reach their own appropriate conclusions to problems. Students demonstrate that they are resourceful, imaginative and use their initiative at all times.</td>
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</tr>
<tr>
<td><strong>Very Good</strong></td>
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</tr>
<tr>
<td>The student consistently demonstrates that they are able to carry out the skill to a very high standard. They demonstrate detailed knowledge &amp; understanding of the theories, concepts and models studied and are able to apply these in the practice context. Their work shows evidence of the ability to analyse and reflect on practice and to be able to reach appropriate conclusions to straightforward problems in a considered manner. Students demonstrate that they are resourceful, imaginative and able to use their initiative most of the time.</td>
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<tr>
<td><strong>Good</strong></td>
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<tr>
<td>The student demonstrates that they are able to carry out the skill to a higher level than the baseline expected for this placement. They demonstrate sound knowledge and understanding of the theories, concepts and models studied and are able to apply these in the practice context. There is evidence that the student has applied given tools and / or methods accurately to practice and problems without assistance from the educator. The student is able to use their own judgement, imagination and initiative some of the time to undertake the skill.</td>
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<tr>
<td><strong>Expected</strong></td>
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<tr>
<td>The student demonstrates that they have met the expected profile for this skill. The student demonstrates that they can assist the educator or work under supervision for that skill. They demonstrate basic knowledge and understanding of the key theories, concepts and models studied and are able to apply these in the practice context. The student will require help from the educator to analyse and reflect on their practice and will require direction in all aspects of the departments work. Work shows evidence that the student can apply essential learning to straightforward problems and or practical contexts.</td>
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<tr>
<td><strong>FAIL</strong></td>
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</tr>
<tr>
<td>The student has not developed skills to meet the assessment profile for this placement. This student is still at the observation, participation or assistance level for a given skill. The student has no, incorrect or little knowledge of the theories, concepts, tools and methods studied in the programme so far and are unable to apply these to the practice context. They are unwilling or unable to participate in the work of the department. The student does not use supervision as a learning / developmental experience and does not act on advice or progress during the placement experience.</td>
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<tr>
<td>Level 6 – PP3</td>
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<tr>
<td><strong>Outstanding</strong></td>
<td>From the outset the student consistently achieves an exceptionally high standard of practice for the skill area. They demonstrate exceptional scholarship with a comprehensive and up to date knowledge &amp; understanding of theories, concepts and models which go beyond that covered in the programme. The student is able to apply these principles to the practice context at all times independently. They demonstrate a sophisticated ability to synthesise, analyse and reflect on practice and are able to reach their own appropriate conclusions to problems. Students demonstrate that they are resourceful, imaginative and use their initiative at all times.</td>
</tr>
<tr>
<td><strong>Very Good</strong></td>
<td>The student consistently demonstrates that they are able to carry out the skill to a very high standard. They demonstrate comprehensive and up to date knowledge &amp; understanding of the theories, concepts and models studied to date and are able to apply this in the practice context. Their work demonstrates the ability to analyse, evaluate and reflect on practice and they are able to reach appropriate conclusions to problems independently. Students demonstrate that they are resourceful, imaginative and able to use their initiative.</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>The student demonstrates that they are able to carry out the skill to a higher level than the baseline expected for this placement. They demonstrate detailed knowledge and understanding of the theories, concepts and models studied to date and are able to apply this in the practice context. There is evidence that the student has applied given tools and / or methods accurately to practice and problems without assistance from the educator. The student is able to use their own judgement, imagination and initiative some of the time to undertake the skill.</td>
</tr>
<tr>
<td><strong>Expected</strong></td>
<td>The student demonstrates that they have met the expected profile for this skill. The student demonstrates that they can work under supervision and at the level of a newly qualified OT for that skill. They demonstrate basic knowledge and understanding of the key theories, concepts and models studied to date and are able to apply these in the practice context. The student is able to analyse, evaluate and reflect on their practice independently. The student can apply appropriate learning accurately to problems within the practice context.</td>
</tr>
<tr>
<td><strong>FAIL</strong></td>
<td>The student has not developed skills to meet the assessment profile for this placement. This student is still at the observation, participation, assistance or supervision level for a given skill. The student has no, incorrect or little knowledge of the theories, concepts, tools and methods studied in the programme so far and are unable to apply these to the practice context. They are unwilling or unable to participate in the work of the department. The student does not use supervision as a learning / developmental experience and does not act on advice or progress during the placement experience.</td>
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<tr>
<td>Level 6 – PP4</td>
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<tr>
<td><strong>Outstanding</strong></td>
<td>From the outset the student consistently achieves an exceptionally high standard of practice for the skill area. They demonstrate exceptional scholarship with a comprehensive and up to date knowledge &amp; understanding of theories, concepts and models which go beyond that covered in the programme. The student is able to apply these principles to the practice context at all times independently. They demonstrate a sophisticated ability to synthesise, analyse and reflect on practice and are able to reach their own appropriate conclusions to problems. Students demonstrate that they are resourceful, imaginative and use their initiative at all times.</td>
</tr>
<tr>
<td><strong>Very Good</strong></td>
<td>The student consistently demonstrates that they are able to carry out the skill to a very high standard. They demonstrate comprehensive and up to date knowledge &amp; understanding of the theories, concepts and models studied to date and are able to apply this in the practice context. Their work demonstrates the ability to analyse, evaluate and reflect on practice and they are able to reach appropriate conclusions to problems independently. Students demonstrate that they are resourceful, imaginative and able to use their initiative.</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>The student demonstrates that they are able to carry out the skill to a higher level than the baseline expected for this placement. They demonstrate detailed knowledge and understanding of the theories, concepts and models studied to date and are able to apply these in the practice context independently. There is evidence that the student has applied given tools and / or methods accurately to practice and problems without assistance from the educator and uses judgement and reasoned argument to justify decisions. The student is able to use their own judgement, imagination and initiative some of the time to undertake the skill.</td>
</tr>
<tr>
<td><strong>Expected</strong></td>
<td>The student demonstrates that they have met the expected profile for this skill. The student demonstrates that they can work independently at the level of a newly qualified OT for that skill. They demonstrate basic knowledge and understanding of the key theories, concepts and models studied to date and are able to apply these appropriately in the practice context independently. The student is able to analyse, evaluate and reflect on their practice. The student can apply appropriate learning accurately to problems within the practice context.</td>
</tr>
<tr>
<td><strong>FAIL</strong></td>
<td>The student has not demonstrated the skill level to meet the assessment profile for this placement. This student is still at the observation, participation, assistance or supervision level for a given skill. The student has no, incorrect or little knowledge of the theories, concepts, tools and methods studied in the programme and are unable to apply these to the practice context. They are unwilling or unable to participate in the work of the department. The student does not use supervision as a learning / developmental experience and does not act on advice or progress during the placement experience.</td>
</tr>
</tbody>
</table>
APPENDIX 10

Practice Placement Educator Comments for PP0

Student Name:

Name of Placement Provider Organisation:

Name of Placement Educator:

Please will you make brief comments on the following aspects of the student’s presentation this week.

Professional Conduct:
For example:
Does the student present themselves in a professional manner?

Management Skills:
For example:
Is the student able to manage their time effectively?
Is the student able to undertake tasks asked of them?

Interpersonal Skills:
For example:
Is the student able to communicate appropriately with staff and service users?
Is the student sensitive to the needs of individuals and groups?
Is the student attentive and actively listens?
Did the student ask relevant questions?

Any other comments:

Signature:

Date:

Please return this to the student.

Students: This must be returned to Georgina Callister or Liz Harrison on your return to University at the Evaluation session