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| **Department of Health, Psychology and Social Studies** |
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| **Practice Placement Educator Handbook**  |
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| **BSc (Hons) Occupational Therapy** **Programmes** |
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| **Lancaster and Carlisle** |
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**Lancaster and Carlisle** |
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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.**Contents**

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**Glossary of Terms**

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| --- | --- |
| APPLE | Accreditation of Practice Placement Educators |
| BAOT | British Association of Occupational Therapists |
| CAT | Common Assessment Tool |
| CPD | Continuing Professional Development |
| DBS | Disclosure & Barring Service |
| EE  | External Examiner |
| HCPC | Health and Care Professions Council |
| HEI | Higher Education Institution |
| HEA | Higher Education Academy |
| HEE | Health Education England |
| ILO | Intended Learning Outcomes |
| MAB | Module Assessment Board |
| ML | Module Lead |
| OT | Occupational Therapy / Occupational Therapist |
| PAd | Programme Administration  |
| PEF | Practice Education Facilitator |
| PLI | Professional Liability Insurance |
| PLSP | Placement Learning Support Plan |
| PPE | Practice Placement Educator |
| PPT | Practice Placement Tutor |
| PT | Personal Tutor |
| PU | Placement Unit |
| PVIs | Private, Voluntary & Independent Sector |
| RCOT | Royal College of Occupational Therapists |
| SASS | Student Academic Support Services |
| UAB | University Assessment Board |
| UoC | University of Cumbria |
| VT | Visiting Tutor |
| WFOT | World Federation of Occupational Therapists |

**Contacting the University**

PPEs and students are encouraged to consult with university staff if difficulties begin to arise as early as is possible during the practice 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 PUs extension

**University of Cumbria Carlisle**: Direct dial telephone: (01228) 61 PUs extension

**Email addresses:** [name].[surname]@cumbria.ac.uk

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**PLACEMENT UNIT**

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**1. Introduction**

The Royal College of Occupational Therapists Code of Ethics and Professional Standards revised edition (2015) 5.5 states:

“You have a professional responsibility to provide regular practice education opportunities for occupational therapy students where possible, and to promote a learning culture within the workplace. “

The HCPC state:

“Placement educators must undertake regular training which is appropriate to their role, learners’ needs and the delivery of the learning outcomes of the programme (HCPC, 2017).”

This Practice Placement Educator Handbook has been compiled to provide you with information pertinent to your role as a Practice Placement Educator (PPE). It contains essential information which when read and understood will facilitate the success of practice placements.

The University of Cumbria web pages also hold information of relevance to practice placements and can be accessed by:

[www.cumbria.ac.uk/LIP](http://www.cumbria.ac.uk/LIP)

or also

<https://my.cumbria.ac.uk/Student-Life/Your-Studies/Placements/>

The University’s Placement Learning Policy can be found [here](https://my.cumbria.ac.uk/media/MyCumbria/Documents/Placement_Learning_Policy.pdf).

## Defining Practice-based Learning

The Health & Care Professions Council defines practice-based learning as:

“The clinical or practical experience that forms an essential part of an approved programme. It may take place in separate periods of time or throughout a programme.”

**The University** defines ‘placement’ as a period of work experience, either paid or unpaid:

* Which is undertaken as an integral part of the student’s programme
* Where the student is enrolled at the institution during this period
* Where there is a transfer of direct day to day supervision of the student to a third party

[Adapted from the UCEA (2009) definition]

**Within Occupational Therapy** a block of learning undertaken in a work setting is termed a “practice placement” (COT 2014) and is referred to in this manner throughout this Handbook.

### Practice Placement Educators defined

PPEs are occupational therapists who supervise and assess students who are placed with them. Practice Placement Educators must be registered as Occupational Therapists with the HCPC. Where this is not the case (i.e. during an emerging role placement), an OT registered with the HCPC will be appointed by the University to undertake your professional guidance, supervision and assessment.

Wherever possible PPEs are expected to have undertaken some training for this role. It is desirable that PPEs hold APPLE accreditation or be working towards this but this is not essential. It is also not necessary that PPEs have undertaken APPLE or other training through the University of Cumbria.

### Practice Placements within Occupational Therapy

### All students are required to successfully complete a minimum of 1000 hours of assessed supervised practice placements (World Federation of Occupational Therapists (WFOT 2016) and Royal College of Occupational Therapists Standards (2014) to be eligible for registration with the Health & Care Professions Council (HCPC) and for professional membership of the Royal College of Occupational Therapists (RCOT) on the successful completion of their programme. Practice placements are, therefore, an essential component of the Occupational Therapy programmes enabling students to develop the skills required to effectively interact with service users, carers and colleagues. They provide the opportunity to work closely with people in real settings and in real time.

### Each practice placement enables the integration of theory to practice in a realistic, meaningful and reflective manner to develop the generic and core skills required for professional practice. PPEs will need to ensure that students have the opportunity to apply and further develop knowledge; practice, consolidate and transfer existing skills and learn new skills relevant to each practice setting. Students should be able to experience practicing in a safe and ethical manner in a supported environment.

During the programme, students are required to experience a variety of practice placements in a range of different settings.HCPC (2017) stipulate that students “have access to an appropriate range of practice-based learning experiences which reflect the nature of modern practice and the range of practice settings of the profession they are preparing to enter.” The Royal College of Occupational Therapists (2014) expects that “studentsgain practice experience with a range of people of all ages; from different socio-economic and cultural perspectives; with recently acquired and long-standing occupational needs; and with different aspects of physical and psychosocial functioning.”

The importance and value of inter-professional learning from and within practice is fundamental to this occupational therapy programme. This perspective is shared by our colleagues in the other health and social care professional courses at the University of Cumbria. Inter-professional learning is, therefore, a key element within all the health and social care related programmes. It is therefore essential that students should also be enabled and encouraged to experience working alongside other professionals and students from other professions during their practice placements, so they are able to learn about and reflect on other’s roles.

The current ongoing changes within health and social care are creating many challenges for Occupational Therapists requiring them to work in ever more flexible and creative ways. These challenges are reflected in and also provide exciting opportunities for student learning during practice placements. Practice placements are, therefore arranged within traditional settings (NHS and Social Services) and non-traditional settings within the Private, Voluntary and Independent sector (PVI). This means students have the opportunity to work with a broader section of the public: children; older adults; younger disabled people. Adults and / or children with a physical disability, a learning disability and / or mental health difficulties.

There is also the opportunity to undertake diverse role practice placements such as project practice placements; management role practice placements, role emerging practice placements for example. In some organisations it may not be the norm for Occupational Therapists to be employed by the organisation and consequently there is no established Occupational Therapy role. Such practice placements are termed “role emerging placements” and are recognised as *“important learning experiences”* and as *“a means of expanding the boundaries of practice”* (COT 2006). Physical activity centres; day services for people with a learning disability, mental health issues, head injury, Alzheimer’s, homeless and so forth; residential and nursing care, social and occupational centres; retirement villages are some examples of the types of role merging placements utilised.

The practice placement team works closely with our placement partners in health and social care to continually source and set up new and exciting practice placement opportunities on an ongoing basis and will continue to look to the future in order to ensure that students have the opportunity to experience placements reflective of contemporary and emerging areas of practice. These practice placements also offer PPEs an opportunity to supervise students undertaking different types of placement and enable those clinicians who work part time the opportunity to supervise at “arm’s length”.

Your thoughts and ideas are always welcome.

1. **2. Programme Curriculum Content**

**Programme Structure:**

The programme comprises of a total of 18 modules; 6 at each level or year. See the Indicative Programme timetable Appendix 1 and Summary of Modules table Appendix 2):

* 3 evidence / research-based modules (alongside physiotherapy)
* 4 practice placement modules
* 12 OT specific modules

All modules are compulsory and must be passed at each level before a student can progress to the next level. Opportunities to retrieve failed modules are offered in line with university regulations and in relation to professional body requirements (e.g.: RCOT only allow 1 retrieval for failed practice placements). The programme is taught on both the Carlisle and Lancaster campuses and is essentially identical in terms of content.

The team have created a new structure for delivering the BSc (Hons) OT programme that is reflective of up to date educational and Occupational Therapy practices. A developmental approach to learning is facilitated, based on a plan of EXPLORE in year one (Level 4); DEVELOP in year two (Level 5); and LEAD in year three (Level 6).

* Level 4: students will EXPLORE:
	+ the fundamental theoretical and practice perspectives of occupation, health, wellbeing
	+ the essential nature of people as occupational beings
	+ core practical skills
	+ key theoretical concepts relevant to occupation
	+ Foundation principles and behaviours of being a student and future practitioner
	+ research knowledge, skills
	+ centrality of evidence informed learning and practice are introduced.
* Level 5: students will build on year one learning and DEVELOP:
	+ knowledge, skills and abilities, in order to relate learning to a range of applications within Occupational Therapy practice
	+ the uniqueness of an occupational approach to enabling people to overcome, adapt to, and/or manage challenges to their health and wellbeing is emphasised
* Level 6: students will build on the learning of years one and two and start to LEAD in taking responsibility for their own learning needs. This will include:
	+ implementation of occupational possibilities for health and wellbeing
	+ leading projects within digital health and collaborative research projects
	+ the skills and knowledge developed will enable graduates to become future leaders for Occupational Therapy

See Appendix 2 for a summary of the modules studies at each level.

**Interprofessional learning:**

Interprofessional Learning (IPL) is a core element for inclusion across all pre-registration health and care education in line with government and Professional, Statutory and Regulatory Body (PSRB) directives. IPL is embedded in both academic and practice placement modules in the Occupational Therapy programmes and is compulsory.
Learning on practice placement provides practical and real-life opportunities for Interprofessional learning. Compulsory learning outcomes have been embedded in practice placement modules at each level of study (these are indicated in the Practice Placement Module Aims and Learning Outcomes Section).
IPL is also embedded in taught academic modules and there are a number of compulsory IPL events with other health and social care students. These events are designed to enhance understanding of other health and care professionals’ roles (See Appendix 3 for Inter-professional learning framework).

1. **PRACTICE PLACEMENT INFORMATION**
	1. **General Information:**

**Practice Placement Tutors**

There is a small team of Practice Placement Tutors (PPTs) across the Carlisle and Lancaster campuses:

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| **Carlisle:** |  |  |
| Georgina Callister | 01228 616342 | georgina.callister@cumbria.ac.uk |
| **Lancaster:** |  |  |
| Helen Wilby | 01524 384354 | Helen.wilby@cumbria.ac.uk |
| Emma Spellman | 01524 384638 | Emma.spellman@cumbria.ac.uk |
| Ana Borges da Costa | 01524 384638 | ana.borgesdacosta.@cumbria.ac.uk |

The responsibilities of these tutors are:

* Development & support of practice placements (in liaison with PEFs)
* Evaluating and maintaining quality practice placements
* Encouraging and supporting APPLE accreditation & reaccreditation (on behalf of RCOT)
* Locality based Update Sessions (with PEFs)
* Audit (with PEFs)
* Advising the Placement Unit (PU) on the allocation of practice placements in line with previous practice placement experiences and other requirements
* Supporting students whilst on your practice placement
* Preparing students for practice placements and de-briefing following practice placements
* Developing new practice placements sites
* Supporting NHS Trust based Practice Education Facilitators (PEFs)
* Supporting Practice Placement Educators
* Maintaining accurate and appropriate practice placement records
* Supervision role with some diverse role practice placements

**Allocation of Practice Placements**

The University’s Placement Unit (PU) is responsible for obtaining and allocating the practice placements to students. Except for Practice Placement 4 (Elective Placement), where it is the student’s responsibility to find his or her own practice placement following a set procedure.

**Note:** Students are not able to undertake practice placements with teams that they have associations with. This might 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 practice placement within the organisation.

The University tries to ensure that students know where they are going for their placement at least 8 weeks before the placement start date. In some instances, students know where they are going for all their placements at the beginning of the academic year. Once a student knows where they are going they should make contact with their practice placement coordinator by email including a letter of introduction and Placement Information sheet. Students are informed that they must do so no later than 15 working days before the practice placement commences (if left it any later than this there is a danger that the practice placement may be cancelled). Students are informed that they should ensure that all correspondence is appropriately and professionally written.

**Elective Placement (PP4)**

Students are expected to organise the final Elective placement (PP4) themselves with guidance from the Practice Placement Tutors following a procedure, which has been developed alongside PEFs and placement coordinators from across the region. Students are expected to contact the relevant Practice Placement Co-ordinator or Placement Education Facilitator (PEF) and need to organise their own accommodation and travel as necessary.

**Disclosure & Barring (DBS) Checks**

All students are required to complete this process prior to joining the programme. Once a student has DBS clearance this will normally last for the duration of the programme (unless there is a break in study in which case DBS has to be renewed). If a student does not have an up to date DBS this will mean that they are not allowed to go out on practice placement.

**Medical Clearance**

Students are required to undergo clearance by Occupational Health once they commence their programme, to ensure that they are in good health and have the required inoculations for practice placements. This is essential to safe guard their own health. If a student has not received clearance from Occupational Health, they will not be allowed out on practice placement.

Up dated medical clearance is sought prior to the next placement if a student experiences an extended period of sickness or a serious illness or the Personal Tutor or Practice Placement Tutor deems it as necessary.

**Core Skills Framework**

Embedded within the programme is the e-lfh Core Skills framework, an initiative developed by Health Education England North West, which aims to decrease duplication and to standardise the delivery of statutory and mandatory skills required by students for placement and employment. There are a number of core skills modules included within this framework, covering a range of topics including: Safeguarding; Health and Safety and Information Governance topics.

There are a number of core skills modules to be completed at Levels 4, 5 and 6.

Achievement of the learning associated with the topics covered is entered onto a central core skills register and ultimately a student passport.

These modules are delivered and 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 their next practice 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.

**Duration of practice placements**

All students are required to undertake practice placements on a full time basis unless there are agreed exceptional circumstances where a part time placement is required in that instance. From time to time, there are also students who are undertaking the programme on an individual pathway and thus it may be necessary for them to undertake practice placements at a different time or level to their cohort.

* 1. **Practice Placement Educators (PPEs)**

**Support for PPEs**

Practice Placement Educators are highly valued and essential members of the education team. As such, PPEs are supported in a number of ways by the Occupational Therapy programme and Practice Placement Tutors:

* The University Practice Placement Tutors and the NHS Trusts provide Practice Placement Educator courses contributing to PPEs own CPD and leading to RCOT APPLE accreditation.
* Locality Update days: 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 Disability Officers and/or Learning Development Advisers 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 its business for example: interviewing prospective students, university-based sessions and assessment. PPEs 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.

Let us know if you would like to be involved.

**Accreditation of Practice Placement Educators**

All PPEs are required to have the appropriate skills, training and preparation to provide support during the practice placement and will have had at least one-year’s practice prior to taking students (HCPC and RCOT). Though it is not an essential requirement (for HCPC or RCOT) that Practice Placement Educators hold formal qualifications to be able to support students during practice placements. However, the University is continually working towards facilitating the accreditation of all PPEs to ensure a quality practice education experience for all students. To this end both the University Practice Placement Tutors and some NHS Trusts offer Practice Placement Educator courses designed to facilitate, the knowledge and skills required for the support of students during practice placements.

On successful completion of these modules Practice Placement Educators are able to be added to the RCOT APPLE Database (refer to [www.rcot.co.uk/APPLE](http://www.rcot.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 practice placements for future generations of students.

(Please see Appendix 8).

**Reaccreditation**

Accreditation lasts for 5 years at which point a PPE can then be reaccredited. There are currently two ways to achieve this. (Please see Appendix 9).

**Placement Education Facilitators (PEFs)**

All NHS Trusts have Placement Education Facilitators (PEFs). PEFs are responsible for the quality of the practice placements offered within each Trust. All PPEs should find out who their Trust PEFs are and get to know them. PEFs are able to organise in house “educator” Update sessions for you and are essential where a student is experiencing difficulties or failing their practice placement. PEFs are able to advise you and offer location-based support.

**Learning and Information resources**

PPEs are entitled to become members of the University’s library facilities providing access to hard copy, e-books, journal and other resources. To access this facility University practice Placement tutors must sign the “Mentorship form” (see Appendix 10). This form can also be obtained directly from the University onsite library.

**PARE:**

PARE is the online system now used for students to complete the practice placement Hours and Evaluation forms in the North West area. ALL Practice Placement Educators will need to have a PARE account.

Your line manager and Placement Education Facilitator will be able to ensure that you have a PARE account.

It is hoped that from September 2019 that the CAT documents will also be placed on PARE for online completion.

1. Note: PARE is not available to some PPEs outside of the usual placement catchment area, this depends on if it is utilised within the Trusts. If not being used you will not be able to gain access to it and will not have an account. In these circumstances, students and PPEs should complete all necessary placement documentation on a hard copy.
2. **3.3. Practice Placements in the Programme**
3. **Practice Placement Structure**

### Practice placements are timetabled into the programme in a way which aims to enable students to integrate theories learned in the academic setting with the practical experiences gained during practice placements (see Appendix 1 for an illustrative timetable).

The BSc (Hons) Occupational Therapy programme includes 4 assessed practice placements and a block of sessions of non-assessed practice placement preparation experiences. The length of the practice placements and where they sit within the programme has been developed in conjunction with the views of previous students and Practice Placement Educators.

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:

|  |  |
| --- | --- |
| Level 4 | **5 weeks** (one 5 week assessed practice placement) |
| Level 5 | **8 weeks** (one 8 week assessed practice placement) |
| Level 6 | **16 weeks** (two 8 week assessed practice placements) |

**Summary of Practice Placement Hours**

Total number of assessed practice placement weeks = 29 weeks

Total number of assessed practice placement hours = 29 x 37 ½ = 1087.5 hours

This allocation complies with the World Federation of Occupational Therapists requirement for 1000 hours of practice placement during pre-registration education (WFOT 2016).

Note: the days of the practice preparation element included in PP1 are not assessed and therefore do not count towards the 1000 hours.

**Practice Placement Hours**

All students are expected to undertake practice placements on a full-time basis. This is normally a 37 ½ hour week (based on national 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 the 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 PPT and PPE. Students will be notified, by the host organisation, prior to the practice 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 PPT and PPE.

**A record** must be kept of the **hours** undertaken during each practice placement and an Hours form must be completed online using PARE. This must be signed by the Practice Placement Educator for each practice placement.

Hours forms should be completed following the guidance from the Placement Unit (available on the PU Bb site).

**Note:** Hours from failed practice placements do not count towards the minimum requirement of 1000 hours.

**Study Time**

Students are entitled to a half day each week, for practice placement related study, for example: working on the Continuing Professional Development (CPD) portfolio, researching conditions, case study work. This study may be taken away from the workplace. The timing of this half day will be dependent on the practice placement demands and should be negotiated with the PPE and student. It is possible to undertake a full day study every second week if this is more appropriate.

Note: This half day is already included in the practice placement hours (so not taking it will not increase the week’s hours on practice placement).

**Supernumerary status of learners**

Students undertake practice placements in a supernumerary status. This means that they are additional to the service requirements and staffing establishment figures for your department. However, this does not mean that students are in a continual observational role; students will practice within their current educational level and make an increasing contribution to the work of the practice area whilst under supervision. As their experience develops they will be expected to progress from dependent practice through assisted and minimal supervised practice to independent practice during the programme.

1. **4. Practice Placement Module Learning Outcomes**
2. Practice placements are timetabled into the programme in a way that aims to enable students to integrate theories learned in the academic setting with the practical experiences gained during practice placement (see illustrative timetable). Practice placement Learning Outcomes have been developed to be progressive to reflect the graded nature of student development. Enabling students to transfer knowledge and skills as well as develop new ones during each consecutive practice placement.

The 4 practice placements are credit-bearing modules. Each will assess occupational therapy and professional skills and understanding as well as different aspects of occupational therapy theory in practice. The practice placement modules are awarded an overall grade: 80% practice placement and 20% CPD portfolio.

Note: Learning outcomes of placement learning will include professional competencies. All students, regardless of disability, will need to be able to meet the professional competencies that are required by the different professions, which are subject to national regulations and criteria. The University is not required and is unable to adjust the required professional competencies or level of competency. Individual guidance is available on reasonable adjustments that may be available to support you to enable students to meet the relevant professional guidelines. All PPEs should be aware that the University is supportive of providing reasonable adjustments related to assessment methods/ demonstrations of the required skills/ and or learning outcomes. Please see section 17 and Appendix 4 for further details

# Occupational Therapy in Practice 1

The aim of this module is to prepare students for practice and to introduce students to Occupational Therapy within an applied setting. The emphasis is on developing clinical reasoning, activity/occupational analysis and applying practical skills within the context of practice under supervision. Students will begin to apply theoretical models into their practice. This practice placement will consolidate learning from modules undertaken to date.

*Intended Learning Outcomes:*

On successful completion, you will be able to:

## 1. Discuss the role of Occupational Therapy within the organisation

2. Participate in and document the Occupational Therapy process in the practice placement setting

3. Participate in and begin to analyse the use of therapeutic interventions within the workplace

4. Identify and discuss relevant underpinning theories applicable within the practice placement setting

5. Demonstrate emerging verbal and written communication skills in a professional and appropriate manner

6. Demonstrate an understanding of the concept of inter-professional learning as applied to the self and other professional groups in health and social care settings, and its importance in care and service delivery (IPL)

*Assessment:*

Practice Placement: 80% of module mark

Discussion of Pebblepad CPD Portfolio: 20% of module mark

# Occupational Therapy in Practice 2

*Aim of the Module:*

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. This practice placement consolidates learning from all previous modules

*Intended Learning Outcomes:*

On successful completion, you will be able to:

1. Demonstrate effective communication and team working through the use of supervision, reflection and evaluation

1. 2. Critically reflect upon their professional role and that of other professional groups within health and social care settings with the aim of analysing how teamwork can impact on care and service delivery (IPL)

3. Demonstrate and evaluate effective basic management and professional skills

4. Evaluate and critique how quality assurance is implemented in the practice placement setting

5. Apply, evaluate and analyse a range of evidence which informs clinical reasoning

6. Demonstrate continuing professional development by reflecting on the learning opportunities provided

*Assessment:*

Practice Placement: 80% of module mark

Discussion of Pebblepad CPD Portfolio: 20% of module mark

# Occupational Therapy in Practice 3

*Aim of the Module:*

The aim of this module is to consolidate and further develop Occupational Therapy and professional practice skills. Emphasis will be placed on the development of occupation-based interventions using best practice, clinical reasoning and reflection. This practice placement consolidates learning from all previous modules.

*Intended Learning Outcomes:*

On successful completion, you will be able to:

1. Critically relate specific Occupational Therapy interventions to the best available practice

2. Take responsibility, with supervision, for agreed elements of a client case load; appropriate to the practice placement setting

3. Critically reflect upon their own professional role and that of other professional groups within health and social care settings with the aim of evaluating the leadership and management of multidisciplinary care and service delivery  (IPL)

4. Critically evaluate the implementation of legislation, policies and guidelines in the practice placement setting

5. Analyse the importance of effective team working and communication relevant to the practice placement context

6. Demonstrate continuing professional development by reflecting on the opportunities provided

*Assessment:*

Practice Placement: 80% of module mark

Discussion of Pebblepad CPD Portfolio: 20% of module mark

# Occupational Therapy in Practice 4

*Aim of the Module:*

The aim of this practice 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 qualified Occupational Therapist. This practice placement consolidates learning from all previous modules.

*Intended Learning Outcomes:*

On successful completion, you will be able to:

1. Meet the practice requirements for HCPC registration

2. Demonstrate safe, effective and client centred case management skills

3. Articulate and justify your professional role confidently within a range of practice contexts

4. Demonstrate continuing professional development by reflecting on the learning opportunities provided

*Assessment:*

Practice Placement: 80% of module mark

Discussion of Pebblepad CPD Portfolio: 20% of module mark

1. **5. Assessment of Placement**

**Practice Placement Assessment Strategy**

Practice Placement modules are assessed in two parts:

1. Practice placement: 80% of module mark
2. Pebblepad Continuing Professional Development Portfolio (CPD): 20% of the module grade

The decision to continue to grade the practice placement modules was taken following extensive consultation with students, Practice Educators, External Examiners and university tutors.

**Assessment of Practice Placements**

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

Formal assessment of the practice placements will occur during the practice placement modules and a practice placement grade will be awarded. The PPE will award this mark using the Common Assessment Tool (CAT document – see Appendix 5 for an example). A grade will also be awarded to the PebblePad CPD portfolio (20% of the module mark).

Students should be given ongoing formal and informal feedback throughout their practice placement by their PPE. This will occur during formal supervision sessions, informal discussion, or instruction whilst performing activities and case discussions for example. This should be a two-way process and students will take increasingly more responsibility for reflecting on and evaluating their performance. This will enable them to improve performance, progression and establish on-going development needs.

A *formative report* will be completed at the mid-point of the practice placement using the appropriate Common Assessment Tool (CAT document, see Appendix 5). The document will be completed collaboratively by you and the student. Strategies to rectify any identified weak performance will be discussed at that time, if not already in place. It is usual to have this document available to discuss with the visiting tutor during the practice placement visit.

The formal *summative* assessment will usually occur during the second half of the last week of the practice placement. The CAT document (see Appendix 5) will be completed collaboratively by you and your student. The PPE must however make the final decision and complete the summative CAT document. The PPE should also make recommendations, relating to the student’s performance, in order to give them feedback on areas of strengths and/or weakness which they may need to develop during future practice placements.

The Learning Contract also contributes to the assessment process in terms of documenting progress towards personal learning objectives.

Students should be allowed some private time (normally 48 hours, and not less than 24 hours) to consider the completed CAT document. Both you and your student have the opportunity to make comments on this form and you must both sign the form. The master copy of both the formative and summative CAT documents must be submitted to the University by a designated time following completion of the practice placement (refer to specific Practice Placement Module Guides on Blackboard). It is the student’s responsibility to ensure this happens on time.

All practice placement CAT documents, Learning Contracts, Hours forms, Pebblepad portfolios and module grades will be made available for scrutiny by External Examiners and presented to the University ‘s Module Assessment Boards and University Assessment Boards for external scrutiny and ratification of marks.

**The Assessment Form**

The assessment form is divided into two parts:

**Part 1** comprises ten aspects of practice that contribute to the overall assessment of performance. These are based on the Standards of Proficiency for Occupational Therapists (HCPC 2013) and the KSF Dimensions (2010). These are grouped into four areas:

* Inter-professional Skills
* Management of Self
* Management of Service users / Carer
* Documentation / Informatics

**Part 2** relates to safety and professional behaviour.

Both Parts must be passed in order to pass the practice placement.

All sections are required to be completed. The PPE will write a commentary about student’s performance and feedback is also sought from Experts by Experience (service users and /or their carers).

The assessment forms (see Appendix 5 for an example) detail the assessment profiles student are expected to achieve on each practice placement. Practice Placement Educators are expected to complete the assessment form at the end of the practice placement with reference to:

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

**Passing and Failing the Practice Placement Modules:**

Both the practice placement and the CPD portfolio & discussion must be passed in order to pass the module.

Practice Placement Element:

Please see the example Common Assessment Tool (CAT) document in Appendix 5

Continuing Professional Development Portfolio:

This will consist of two elements:

* a number of patchwork entries relating directly to the practice placement undertaken. These might be: written text; audio or video files; diagrams or tables etc.
* a critically reflective discussion with a university Tutor following completion of each practice placement.

If the student fails one element of the module they are only required to undertake the failed element again. For example: If the student fails the practice placement but pass the portfolio element they would only be required to undertake the practice placement again. If the student passes the practice placement but fails the portfolio they will only undertake the portfolio discussion again.

Please also see 6.3 below on failing the practice placement.

**Failing a Practice Placement:**

There are a number of reasons why students might fail a practice placement (Duffy 2013). In most cases the outcome of retaking the practice placement is a positive one and students benefit from having the extra opportunities the additional weeks on practice placement affords them.

All practice placements must be passed in order to be eligible for registration with the Health & Care Professions Council. Failed practice placements are not condoned and must be redeemed before students can progress into the next level of study. This would mean that a student would retake the practice placement at the next practice placement opportunity or during the summer vacation period (whichever is the sooner). If a student fails the practice placement at the resit opportunity they must leave the programme (RCOT 2014).

It is important that where a student is identified as possibly failing a practice placement an Action Plan(s) should be put in place in conjunction with the PPE, visiting Placement Tutor and the Trust PEF to support them in order to try to achieve a pass. In some circumstances i.e.: where a pass is deemed to be irretrievable, (by the PPE and a university tutor) the practice placement may be terminated early and a fail awarded.

Please follow the Failing Student Pathway – below. It is crucial to the process of supporting a failing student that the Trust PEF is involved at an early stage. The PEF is able to act as support for you the PPE and also the student.

**Please also note the following:**

* students are only allowed *one* resit attempt of a practice placement and practice placement module (RCOT 2014). When the first attempt and retrieval process for the module have been exhausted, the student is deemed to have failed the requirements of the course and therefore must be withdrawn from the named award.
* If a student fails the practice placement on the grounds of professional unsuitability, then they are denied a resit opportunity (RCOT 2014) and must leave the programme.
* Hours from failed practice placements do not count towards the minimum requirement of 1000 hours.
* If a student has started a practice placement they will be withdrawn if a Confirmed Fail is awarded, for any module, during the course of that practice placement.
* If a student is due to go out on practice placement when a CF is awarded the practice placement will be cancelled even where an appeal is to be submitted.

**Please note:**

It is essential that all practice placement paperwork is received and submitted to the University e.g. half way and final reports, hours forms, learning contract and the evaluation completed on the PARE system, even and especially when a student has failed the practice placement.

**Failing Student Pathway**

**Contact** Practice Placement Tutor, PP Coordinator and Practice Education facilitator (PEF) as soon as a problem is identified for individual advice.

**Concerns** relating to student performance **identified**

**Seek support** for yourself from:

Colleagues /Manager

University Placement Tutors

Placement Education Facilitator

Complete practice placement assessment form as appropriate.

**Action Plan and placement outcomes not met:**

* Liaise with Practice Placement Link Tutor.
* Discuss with the student, clearly stating “fail” if that is what is meant.
* Be specific in feedback, clearly set against agreed objectives.
* Document clearly with evidence to back up decision.
* Discuss with PP tutor in instances of dispute

Alert any relevant colleagues to the situation and make aware of objectives set**. Seek feedback** from appropriate colleagues.

Complete practice placement assessment form as appropriate (discuss with PP Tutor if required)

**Action Plan and placement outcomes met:**

* Discuss with student and set new SMART objectives.
* Document clearly, with evidence to back up decision
* Liaise with Practice Placement Tutor.

Provide regular constructive feedback to student:

**Review** Action Plan

Ensure supervision records are comprehensive and up to date and clearly document progress against Action Plan.

Arrange **supervision** at earliest possible time:

* Ensure student is aware that there is a problem and clearly **state “fail”** if that is what is meant
* Include specific feedback and observations
* **Document** clearly in supervision records
* Discuss and set SMART objectives to improve performance
* Develop an **PLAN OF ACTION**
* If appropriate, arrange for student to meet with an alternative member of staff to explore issues
* Request **support for self**
* If required discuss termination of placement with PP Tutor/ student

**6. Mentoring/Tutoring Arrangements**

In line with the Health & Care Professions Council (2017) and RCOT (2014) standards students and Practice Placement Educators should be provided with appropriate guidance and support in preparation for, during and following practice placements. Please also refer to Section 3.2 and 8.

**Practice Placement Preparation and Feedback**

Each practice placement module includes a number of taught sessions, workshops and / or mandatory practical sessions. These sessions link the module content to the practice placement and introduce the skills required. They familiarise students with the module and the level of expectation required of them during practice placement. On return to the university students attend a cohort evaluation session to *“enhance learning by reviewing and reflecting on the practice experience”* (Mackenzie 2002).

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

**Supervision**

Throughout each practice placement students will receive supervision from the PPE (usually at least 1 hour’s formal supervision per week (RCOT 2014). 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 discussion on case work; management; development
* to reflect on experiences and to use this reflection for further development and learning
* to provide constructive feedback on progress.

It is usual for the practice placement intended Learning Outcomes, Learning Contracts, Formative and Summative reports to be discussed.

Formal Supervision should be recorded and any Action Points clearly documented. Students should be encouraged to write up their upervision notes with a copy to the PPE.

**Practice Placement Visit**

A tutor from the programme will normally visit each student during the practice placement around the halfway point, except PP2 where a telephone contact will be made and PP4 where no visit is made. For both PP2 and PP4 students and PPEs can request a visit if this is felt to be necessary. 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 practice 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 visits / contacts are intended to:

* Support and facilitate student’s 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 practice placement learning outcomes are being met
* Provide an opportunity to explore and monitor interprofessional learning experiences
* Provide an occasion for problem solving
* Provide an opportunity for mutual education
* Strengthen the relationship between practice settings and the university

Process:

It is the student’s responsibility to arrange this visit / contact.

The following will usually be discussed during the practice placement visit:

* The Half Way (Formative) report
* The practice placement Learning Outcomes
* The student’s personal Learning Contract / development plan
* The strengths and weaknesses of the practice placement area
* The student’s strengths and weaknesses in relation to the practice placement
* 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 practice placement, but a useful format is:

* Student and VT meet (it is valuable to have documents such as: Learning Contracts, Halfway Report)
* The VT and PPE 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 student 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.

**The Learning Contract**

In addition to the Halfway and Final reports, students also complete a Learning Contract, (see Appendix 4) which documents progress achieved during the course of the individual practice placement. The Learning Contract is student-centred and designed to enable them to identify their own personal learning needs in the context of previously acquired skills and experience. Use of the Learning Contract enables students to become a partner in their practice education, and to identify and use their preferred learning strategies.

The Learning Contract enables students to not only to take responsibility for their own learning, but also to form a genuine partnership with you (PPE). Students are expected, in collaboration with their PPE, to begin to identify their own learning needs and opportunities during the first week of the practice placement. Goals should also take into account the university’s aims and learning outcomes for the level of practice placement.

(See Appendix 4 for a sample copy).

**Continuing Professional Development**

Students will be expected to use their practice placement experience to continue to update their CPD portfolios. It is this portfolio, which provides the module grade. The CPD portfolio will be completed using a patchwork of texts via the Pebblepad programme.

**The Reference File**

It is also 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 practice placement grade. This should aim to collect information that can be used as reference material to inform and complement university-based learning.

**7. Responsibilities**

Students, Practice Placement Educators and visiting tutors have responsibilities in ensuring that the practice placements are successful.

**Responsibilities of the Practice Placement Educator / Provider**

Each student will be assigned a named Practice Placement Educator whilst on practice placement. On some practice placements, students may have more than one PPE, but one PPE should be assigned the overall responsibility for the assessment. Where the person responsible for the student on a day to day basis is not an Occupational Therapist, (i.e. diverse role practice placements) supervision and assessment will be provided by an HCPC registered Occupational Therapist approved by the university.

Practice Placement Educators are responsible for:

* Confirming in writing or electronically their health and safety arrangements as requested by the University of Cumbria
* Informing the University of Cumbria of any basic competencies that they require the student to have attained to be able to undertake the practice placement. These would include competencies associated with any requirements of individual professional, statutory or regulatory bodies (PSRB)
* 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
* Providing the student with a full and clear induction to the organisation and its working practices, including health and safety arrangements
* Complying with health and safety legislation
* 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 Practice Placement Educator Accreditation (if not already accredited)
* Ensuring that they update their Practice Placement Educator accreditation every 5 years (if applicable)
* Facilitating student’s learning and development by providing appropriate learning opportunities
* Providing supervision, guidance and support to enable the student to fulfil the practice placement requirements
* Agreeing practice placement objectives with the student on commencement of practice placement
* Evaluating student’s progress during practice placement
* Ensuring an appropriate and supportive relationship is developed where the student can develop
* Providing and documenting constructive and regular formal and informal feedback to guide progress (usually at least 1 hour’s formal supervision per week)
* Formal assessment of student’s practical ability
* Evaluating student’s preparation for practice placement
* Providing students with appropriate information regarding the practice placement prior to the practice 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 practice 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
* Reporting to the University of Cumbria any serious incidents or accidents involving the student, or breaches of discipline by the student
* Monitoring student attendance to ensure minimum attendance requirements are met
* Working with the University and the student to ensure that reasonable adjustments are implemented to facilitate access to learning on practice placement
* Providing opportunities for students to meet specific learning outcomes and observe staff in the workplace
* Providing relevant resources/uniform/safety equipment
* Ensuring the student is aware of the nature of the work programme (e.g. hours/days/weeks required to fully complete the practice placement).

**Responsibilities of the visiting tutor**

A tutor, usually from the Occupational Therapy programme, will visit during each practice placement (except for PP2 (a telephone contact / Skype meeting will be made) and PP4 unless a visit is requested).

 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 practice placement, student’s performance and the Practice Placement Educator’s role after each visit
* Moderating practice placement assessments, ensuring that the practice placement assessment is being undertaken fairly and in line with the university’s requirements.

**Responsibilities of the student**

Students are responsible for:

* Ensuring that all checks required for practice placements are complete prior to the first practice placement. **Failure to do so will result in you not being allowed out on practice** **placement** e.g.: DBS, inoculations and Occupational Health checks.
* Ensuring that all relevant Core Skills modules are complete prior to the first practice placement in that academic year
* Being prepared for each practice placement; for example: you should have done relevant background reading relating to the practice placement speciality and identifying your own specific learning needs.
* Preparing and forwarding an information sheet, introductory letter and SPLP (if applicable) to the Practice Placement Educator in good time (no later than 3 weeks) prior to the commencement of the practice placement (both are available on the Practice Placement Bb sites and the PU Bb site)
* Attending the module launch and evaluation sessions
* Behaving in a professional manner (see section below – Professional Behaviour during practice placement) in relation to customers, clients, service users and other employees in the workplace
* 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 an appropriate learning contract / learning development plan which is ongoing throughout the practice placement, in negotiation with the PPE (Appendix 4)
* Understanding the function and management of the practice setting in which the practice placement is situated
* Taking increasing responsibility for managing and recording supervision
* Reflecting on your practice
* Demonstrating links between theory and practice
* Alerting the PPE and PPT to any issues which might prevent progress or successful completion of the practice placement
* Formally evaluating own progress throughout the practice placement
* Discussing learning experiences with the PPE at the end of practice placement
* Completing the online evaluation form on the completion of practice placement
* Contacting PPT if there is concern about standards of safety in relation to contact with clients, levels of support and supervision, for example: if the PPE 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 (bearing in mind issues of confidentiality at all times)
* Photocopying practice placement assessment documentation for Professional Development Portfolio
* Ensuring that all required practice placement paperwork is submitted as stipulated within the module guide
* Ensuring the practice placement is evaluated on the PARE system as required
* Ensuring the NHS constitution is followed
* Raising areas of concern relating to standards of practice with the Placement provider and University (see 8.5 below)
* Ensure any data or material collected whilst on practice placement is used appropriately and responsibly in line with the University’s Confidentiality Policy. With particular emphasis on confidentiality and data protection. E.g.: never be tempted to undertake practice placement paperwork on your own computer / other devices 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.
* Reporting any incident or accident in which they are involved and any health and safety concerns that are not addressed by the practice placement provider to the University of Cumbria
* Making full use of the support offered by the University in connection with the practice placement opportunity
* Ensuring appropriate motor insurance is in place if the student’s own vehicle is to be used whilst on practice placement (e.g. ‘business use’ as opposed to ‘social, domestic and pleasure’)

**Professional Behaviour during practice** **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.

The University has developed a well-established Fitness to Practice Policy ([University Fitness to Practise Policy](http://my.cumbria.ac.uk/Public/LISS/Documents/Policies/FitnesstoPractisePolicy.pdf)) for student health professionals which is aligned to the HCPC and RCOT 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.

All students are expected to comply with the following codes of conduct at all times, Failure to do so may result in a Fitness to Practice procedure being implemented:

* University of Cumbria Student Code Of Conduct

<https://my.cumbria.ac.uk/media/MyCumbria/Documents/Student-Procedures/Student-Code-of-Conduct_Disciplinary-Procedure-201718.pdf>

* RCOT Code of Ethics and Professional Conduct <http://www.cot.co.uk/publication/baotcot/code-ethics-and-professional-conduct>
* HCPC Guidance on Conduct for Students:

<http://www.hcpc-uk.org/assets/documents/10002D1BGuidanceonconductandethicsforstudents.pdf>

**8. Attendance**

Attendance and punctuality are essential aspects of professional behaviour and is mandatory for all practice placements and the classroom-based sessions relating to them. Non-attendance on practice placement may mean that students are unable to achieve the learning outcomes or assessment profile for the practice placement. This could result in a fail or a deferred practice placement.

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

**Sickness & Absence Reporting**

Students are required to contact their PPE by 9.30 on the first morning of an unauthorised absence and to indicate how long they may be away from practice placement for. Students must seek the permission of their PPE to take time away from placement.

**Prolonged Absence:**

In situations where students need to take an extensive period of time away from practice placement (e.g. sickness or personal reasons) they must discuss this with BOTH your Practice Placement Educator and Practice Placement Tutor. In some cases, it may be determined that they will have insufficient time to meet the learning outcomes for that practice placement and the decision may be taken to withdraw the student to avert a possible failed practice placement.

**9. Dress Code**

Most practice placements require students to wear a uniform and they are provided with this before the first practice placement. The university provides the following:

3 Polo shirts OR tunics (preference)

2 pairs of trousers (green)

1 Fleece jacket (green)

If wearing a uniform is not required for a particular practice placement this information and details of the appropriate dress code should be provided by the practice placement provider prior to the practice placement commencing

Students are not provided with a name badge but should ensure they have their University card with them for identification purposes.

**10. Placement Evaluation**

The programme deploys several methods of achieving and maintaining a high level of quality in practice-based learning and continues to develop methods of assuring adherence to quality standards. All feedback is considered valuable and is in turn fed into action plans to improve the learning experience as well as influencing future programme development. Evaluation of the practice practice placement experience is essential in ensuring the continued high quality of the learning experience.

The Practice Placement experience is formally Evaluated using the online PARE system. This online survey must be completed for all practice placements and is an essential element of practice placement documentation.

**Note:** Students are reminded that the Evaluation document should be treated as a professional document. “Whilst you are strongly encouraged to write comments on the PARE please remember that you are undertaking a professional programme and you are expected to act in a professional manner at all times. You should adhere to the University’s, RCOT’s and HCPC’s codes of conduct at all times.”

Feedback on the programme curriculum and student’s knowledge bases is also welcomed from Practice Placement Educators on an individual basis so please do get in touch.

**11. Health and Safety**

During the practice placement, we expect students to prove to be effective, safe and reliable individuals. Practice placement providers 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 practice placement remains with the practiceplacement organisation. Students on practice placement are therefore employees and are owed a duty of care. However, it also the responsibility of each student to conduct themselves in a professional and safe manner and also to raise issues where they have concerns.

**12. Students raising concerns**

With regard to raining concerns students are advised in the following way:

1. **Using the Learner’s Voice for better Learning and Better Care**
2. You have an important role in raising concerns about the standard of care you observe or are part of within your practice placement (Francis Report, 2013). 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.
3. Your view is respected and will be acknowledged and acted on. You should be able to raise any questions or concerns with your Practice Placement Educator (PPE) and not fear reprisals or negative feedback.
4. *If you have a concern, speak to someone as soon as you are able to.*

Who should you contact:

1. 1. Your Practice Placement Educator in the first instance
2. 2. If you are not able to speak to them for any reason, talk to the practice placement manager or a lead clinician
3. 3. Contact Practice Education Facilitator who is the lead for education in your practice area. \*
4. 4. Use the local incident reporting system\* or speak to the Patient Safety team. \*
5. 5. If you are not happy to raise the issue within your practice placement, contact the Practice Placement Tutor (within the University see Section 9) or your Personal Tutor.
6. Health Education England and your practice placement and education providers work in 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
7. \*Can be found within NHS Trusts

**13.** **Information for Disabled/ SPLD Students and the Provision of Reasonable Adjustments**

Students are encouraged to share information with practice placement providers to ensure that key staff have an awareness of the impact of any disability. The attached flow diagram gives an overview for student information, of the flow of information for students who declare SPLD’S / disability and the required reasonable adjustments.

A range of reasonable adjustments are available, subject to availability and demand, and might include:

* Awareness of the impact of their disability
* Adjustments to travel time and method of travel
* Practice placements that meet accessibility criteria such as wheelchair user friendly, lifts etc.
* On practice placement adjustments, such as additional non-medical help.

If a student has had a disability assessment undertaken by the University and a Disability Action plan completed, then a Placement Learning Support Plan (PLSP) (see Apendix 6) should be completed in conjunction with the student’s Personal Tutor (PT). Together the student and their PT will complete a Placement Learning Support Plan (PLSP) to send to the Practice Placement Educators, so you are aware of reasonable adjustments required in advance of the practice placement commencing.

On completion of the practice placement a review meeting will then be held between the student and PT to determine the success of the adjustments or if others are required.

The PLSP is a dynamic document and you are also able to comment on the reasonable adjustments made and add new ones as appropriate.

In some instances, a more formal pre-placement visit may be required to discuss reasonable adjustments and undertake risk assessments. If this is required, then the University Practice Placement Tutor will liaise with both the student and the placement host and PPE.

**Please note:** 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.

(See Appendix 6 for a sample PLSP).

**Flow chart : Supporting the Reasonable Adjustments for Disabled Students on Placement/Work-based Learning**

Individual student visits the Disability Officers and/or Learning Development Advisers and arranges for an Action Plan Meeting. This will discuss the reasonable adjustments that are required for their programme. An Individual Action Plan of the students’ needs is completed and circulated for placement/work-based learning adjustment to:

* Placement Office
* Academic Programme Leader (who is responsible for circulation to programme team)
* Programme Administration Office (who attach to student file)

[Type a quote from the document or the summary of an interesting point. You can position the tebox anywhere in the document. Use the Drawing Tools tab to change the formatting of the pull quote text box.]

Once a placement allocation is made Link Lecturer (Health) / Partnership Tutor (Education) / or other designated academic staff member contacts the placement/work-based learning provider and begins discussions to share the Action Plan.

Option 1 Action Plan is shared and no further adjustments / discussions are required

Option 2 Action Plan is shared and pre placement meeting is identified as being required to discuss reasonable adjustments

**References:**

Option 2

The Action Plan identifies that a mini- assessment / further discussions are required and a pre placement three-way meeting is organised.

Please use suggested / Academic Department pro-forma to record discussions and agreed outcomes and circulate after meeting

Option 1

Further discussion but no pre placement meeting required.

Staff should record agreement and inform student in writing with copy to placement provider

Placement Office Administration or Partnership Staff: Information on individual students’ needs into a database that enable allocations to be made. In allocation, a placement minimum travel adjustments and access requirements as per requirements will need to be taken account of. Placement allocation often begins three months prior to start of placement, so students needing adjustments are advised to contact the Disability Officers and/or Learning Development Advisers as soon as possible to discuss these.

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**APPENDIX 1: Illustrative Planner – BSc**

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| **Year 1 -**  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |
| Welcome Week | Exploring occupation, health & wellbeing through the lifespan | Placement Preparation |   |   | assessment week | Exploring occupational science | practical skills |  PP1 (5 weeks) |   |   |   |   | CPD weeks  |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | Assessment weeks |   |   |
| Exploring Professional Practice |   | Exploring Evidence in Practice  |   |   |   |   |
| Exploring person, environment & occupation |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| **Year 2:**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   |  Practical skills | Developing Occupational Therapy Practice |   |   |   |   |   |   |   |   |  PP2 (8 weeks) | Developing |   |  Occupational Possibilities for Health and Wellbeing | CPD weeks  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   | Developing the Entrepreneurial OT |   |   |   |  Collaborative | Project Design  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   | Developing Occupational Science in Practice |   |   |   |   |   |   |   |   |   |   |   |   |
| **Year 3:**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |
|   | Practical skills | OT and Digital Health | PP3 (8 weeks) REP |   |   |   |   | Assessment week |   |   |   |   |   |   |   |   |   |   |   | PP4 (8 weeks) |   |   |
|   | Collaborative |   |   |   |   | Project  |   |   |   |   |
|   |   |   |   |   |   |   | Future leaders for Occupational Therapy |   |   |   |   |
|   |   |   |   |   |   |   | Leading and implementing occupational possibilities for health and wellbeing  |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

**APPENDIX 2: Summary of Modules** Note: practice placement Aims and Outcomes do not feature here

**Level 4: (year one)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Module Title** | **Module Aims** | **Module Content** |
| HRBO4200 | Exploring Occupation, Health and Wellbeing through the Lifespan | The aim of this module is for you to study and apply human development across the lifespan from an occupational perspective. The intention is for you to develop understanding of the meanings, experiences and contextual dimensions of the person as an occupational being. You will explore concepts of health and wellbeing and link these with occupational engagement. | Humans as occupational beings; lifespan development; anatomy and physiology; life sciences; concepts and theories of occupation, health and wellbeing; promoting health; environmental perspectives; rural health; marginal settings; transitions; people & public involvement, liminality; transactional relationships of individuals, families and collective occupations. |
| HRBO4201 | Exploring Professional Practice | The aim of this module is for you to develop knowledge and understanding of the foundations and requirements for local, national and global professional practice. You will begin to develop the skills to become a successful lifelong learner and deliverer of safe and effective practice. | HCPC Standards of Conduct, Performance and Ethics; RCOT Professional Code of Conduct and Standards of Practice; continuing professional development; policy and legislation; global perspectives of OT, interpersonal and communication skills; multi-disciplinary team working; working in partnership with service users; Public & Patient Involvement (PPI) in professional development; collaborative practice. |
| HRBO4202 | Exploring Person Environment and Occupation | The aim of this module is for you to develop knowledge and understanding of the Occupational Therapy process, core skills and practice.  | OT core skills; OT process; outcome measures; professional reasoning/occupational problem solving; collaboration; individual and community needs; public & patient involvement; promoting health; transformational nature of occupation; evidence base for occupation; context of occupation; models of practice, approaches, frames of reference; reflection; paradigms of the profession; professional identity; therapeutic use of self; anatomy and physiology; examples of OT practice environments to illustrate OT theory; creativity; engaging in simulated practice contexts /scenarios and considering global perspectives of OT. |
| HRBO4203 | Exploring Occupational Science | The aim of this module is for you to develop your understanding of Occupational Science and the relevance of Occupational Science to Occupational Therapy. To explore the art and science of occupation and its relevance to understanding humans as Occupational beings from a local, national and global perspective.  | Occupational Science; Occupational Therapy; activity and Occupational analysis; creative techniques and media; humans as Occupational beings; Occupational engagement; Occupational contexts; global needs and priorities; global perspectives of Occupational Therapy; groupwork |
| HRBO4205 | Exploring Evidence in Practice | The aim of this module is to enable you to develop awareness of the relevance of investigation to academic, professional and practice development. Awareness and understanding of evidence-based practice will be an integral part of the module. | Effective communication and note taking (academic and practice); the nature of knowledge, evidence and logical reasoning; the concept and consequences of the hierarchy of evidence; the skills required to, read, understand and analyse academic sources of evidence; the skills required to write an academic piece of work; the concept of an answerable research questions; core qualitative and quantitative means of investigation (design and methods); key means of interpreting both qualitative and quantitative data; types of problem that are and are not researchable; the concept of Ethics and Governance; the basics of critical appraisal of evidence. |

**Level 5: (Year two)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Module Title** | **Module Aims** | **Module Content** |
|
| HRBO5200 | Developing Occupational Possibilities for Health and Wellbeing | The aim of this module is for you to plan and prepare for an occupation focussed community based group health and wellbeing intervention, which will explore occupational solutions to meet contemporary challenges. To further develop understanding and knowledge of current cultural, societal and health related issues and their potential impact on occupational participation.  You will consider influencing factors on the design and planning of Occupational Therapy services within emerging settings. | Consolidation of knowledge and application of Occupational Therapy core skills; evidence-based practice to support emerging areas of Occupational Therapy; defining and exploring concepts of community; promoting health; fundamental principles of occupational justice; transformational occupation; contemporary and emerging Occupational Therapy practice with individuals and groups on the margins; rural communities; global perspectives of OT, sustainability; socio-political agendas and introduction to service users involvement in the delivery of services  |
| HRBO5201 | Developing Occupational Therapy Practice | The aim of this module is to enable you to integrate theoretical knowledge of life sciences and human occupation into local, national and global practice contexts of Occupational Therapy. You will be able to justify professional decision-making and evaluation processes that impact on the holistic management of people’s needs. The focus will be on applying the therapy process to deliver best practice. | Needs of people with physical and mental health conditions in the context of social, cultural, economic, political and environmental influences; anatomy & physiology; people & public involvement; influences on occupational performance in practice and the relevance of occupational science; exploration of practice contexts and environments (statutory and non-statutory); promoting health; application of Occupational Therapy theoretical frameworks and models of practice; application of models of clinical reasoning, reflection and evidence-based practice; consideration of local, national and global perspectives of OT; use of general and profession-specific databases; working with other disciplines; client-centeredness, empowerment and communication with service users; introduction of co-production |
| HRBO5202 | Developing the Entrepreneurial Occupational Therapist | The aim of this module is for you to develop your entrepreneurial skills in order to instigate occupation focused interventions in response to current and potential social, cultural, political and economic drivers that influence the climate of health and wellbeing service delivery | Sustainability of Occupational Therapy practice; marketing theories; commissioning; service development; promoting health; change management; developing business proposals; community health profiles; awareness of policy changes and implications; consideration of local, national and global perspectives of OT; involvement of service users in delivery of service; developing new opportunities. |
| HRBO5203 | Developing Occupational Science in Practice | The aim of this module is for you to continue to embrace the theory and practice of Occupational Science. It will develop your ability to apply the principles of `transformational occupation` in local, national and global practice. You will enhance your understanding and application of therapeutic relationships in individual and group contexts. | Occupational science theory; transformational power of occupation; anatomy & physiology; groupwork theories; therapeutic use of self; professional identities and role boundaries; individual & community involvement; sustainability; narratives; advocacy; collaboration; team working; communication; health and wellbeing; promoting health; traditional and emerging areas of OT practice; global needs and priorities, global perspectives of Occupational Therapy. |
| HRBO5205 | Collaborative Project Proposal | The aim of this module is to enable you to produce a fully developed proposal and ethics application for a piece of research or investigative work.  | The previous level 4 module will have developed a basic understanding of investigation, research methods and data analysis. Materials for the preceding module will be readily available for review and or revision. Formulating and developing research questions; ethical considerations; exercises on searching and critically appraising literature/evidence (quality and meaning/value/utility); reliability testing and quality control of research methods and design; developing an understanding of relevant methods of data analysis and their interpretation; writing research proposals and ethics documentation; working in groups; self and group evaluation; presentation of the research proposal. |

**Level 6: (Year three)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Module Title** | **Module Aims** | **Module Content** |
|
| HRBO6200 | Leading and Implementing Occupational Possibilities for Health and Wellbeing | The aim of this module is for you to develop the knowledge and skills required to work as part of a team; to lead, implement and evaluate a new Occupational Therapy intervention in partnership with a contemporary community setting. To consolidate your awareness and professional behaviour as a responsible practitioner and representative of the Occupational Therapy profession when engaging with individuals and communities. | OT core skills; OT Process; evaluation; professional reasoning; reflection; team working; group processes; communication; understanding of organisational structures and processes; application of theory, clinical reasoning, service design and provision; patient & public involvement as agents for change to services; ethical considerations; risk assessment; management and marketing. |
| HRBO6201 | Occupational Therapy and Digital Health | The aim of this module is to enable you to identify and evaluate a digital health or technology solution to address local, national or global occupational need. To permit the development of in-depth knowledge of personal interest related to Occupational Therapy and Occupational Science which facilitates professional learning. Once the topic is agreed you and your mentor will negotiate and agree a learning contract. | Digital health; digital literacy; ethics; risk; enablers and barriers to adoption; use of technologies/assistive technologies; promoting health; project management; transformational power of occupation; local, national and global perspectives of OT; enabling service user involvement; working with others; content relevant to the individual topic area. |
| HRBO6202 | Future Leaders for Occupational Therapy | The aim of this module is to integrate and consolidate knowledge and skills to prepare you for the transition from student to newly qualified Occupational Therapist. You will consider and critique your ability to lead, manage change and promote yourself as well as your profession in order to respond to cultural, societal and health related issues. | OT core skills; preceptorship; transition theory; leadership theory; change management; application of co-production to practice; employability skills; cultural, societal and health related issues (the modern workplace); ethical considerations; continuous professional development; RCOT ambassador (knowledge and skills, attitude, values, articulating OT role); global perspectives of OT; HCPC standards. |
| HRBO6205 | Collaborative Project | The aim of this module is to enable you to conduct a small-scale investigation or piece of research, and to critically discuss its implementation, dissemination and potential impact. | Project management techniques and team work; writing for publication; research dissemination; research utilisation models; research impact; data analysis and presentation; project presentation skills. |

**APPENDIX 3: IPL Threads**

|  |  |  |  |
| --- | --- | --- | --- |
| **Themes** | **Level 4****Awareness** | **Level 5****Application** | **Level 6****Capability/Proficiency** |
| **Collaboration** | * Understanding own role
* Understanding others’ roles
* Introduction to teams/services
* Scope of Practice
* Role Boundaries and blurring
 | * Models of team-working
* Application of model theories to practice
* Barriers to team-working
* Team-working in practice settings
 | * Work collaboratively
* Leading teams
* Team approach to complex interprofessional problem-solving
* Developing and maintaining effective relationships in complex environments
 |
| **Communication** | * Effective communication with service users and other professionals
* Recognising poor communication
* Factors impacting on communication e.g stress/burnout
* Professional/service user relationships
 | * Power and hierarchy in relation to teams and service users
* Contributing to effective team communication
* Tribalism and conflict
* Recognising and reflecting on personal ability and coping mechanisms
 | * Communicate effectively within and across teams
* Communicate effectively with service users and carers
* Contribute effectively to maintaining and improving team dynamics and group processes
 |
| **Values and Ethics** | * Introduction to values and ethics and professional codes
* Professional behaviour
* Respecting other team values
* Respecting diversity and individuality
 | * Recognition of compromised values/ethics in self and others
* Awareness of own professional values and attitudes during conflict situations
 | * Managing professional behaviour during conflict situations
 |
|  |  |  |  |
| **Activities – 2 per year** | Self-awareness and resilience e.g dealing with difficult situations and raising concerns (stress/burnout)Dementia awarenessManaging self within professional context | Safeguarding eventPreventing/Managing conflict | Failing service or complaints (QA)Managing & Leading Change |
|  **Threads: resilience; problem-solving approaches; quality assurance; team-working; professionalism;**  **communication; management of self and others; NHS Constitution and Values** |

**APPENDIX 4 :** SAMPLE

OCCUPATIONAL THERAPY

**LEARNING CONTRACT - PRACTICE PLACEMENT EDUCATION**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Name of Student: |  |  |
|  |  |  |
| Name of PracticeEducator: |  |   |

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 Placement 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, don’t be too ambitious but ensure they are commensurate with the academic level for your placement e.g.: Level 4, 5or 6. The contract will normally be made during the first week of the placement to be reviewed regularly.

OCCUPATIONAL THERAPY

**LEARNING CONTRACT - PRACTICE PLACEMENT EDUCATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEARNING OUTCOMES**What do I want to learn or develop during this placement? | **LEARNING METHODS**What learning strategieswill I employ? | **LEARNING RESOURCES**What resources do I need?Access to in order to Achieve my learningOutcomes: | **EVIDENCE**How can I show myself and my Practice Placement Educator that I have met my learning outcomes? What proof will I offer and when? | DATEACHIEVED/ PRACTICE PLACEMENT EDUCATOR AND STUDENT INITIAL |
|  |  |  |  |  |

**APPENDIX 5:**

Please see the Learning In Practice webpages for copies of the Common Assessment Tool.

[www.cumbria.ac.uk/LIP](http://www.cumbria.ac.uk/LIP)

Please note the new assessment report form (the COMMON ASSESSMENT TOOL (CAT document) will apply as follows:

**For academic year 2019 /2020:**

* BSc: PP1 only
* MSc: PP1 and PP2

**For academic year 2020 /2021:**

* BSc: PP1 and PP2
* MSc: PP1, PP2, PP3 and PP4

**For academic year 2020 /2021:**

* BSc: PP1 and PP2
* MSc: PP1, PP2, PP3 and PP4

**APPENDIX 6 :** SAMPLE

**Placement Learning Support Plan for supporting students with a disability in practice settings**

This plan should be completed in collaboration with the student who has declared a disability to identify any support and reasonable adjustments which need to be made in placement. The plan should outline suggested reasonable adjustments which will need to be made in the practice area, and in order to identify appropriate practice placements. Completed assessments will be sent to placement allocation staff, personal tutor, Practice Education Facilitator/Clinical Educator with copies made for the student and the students’ file.

**Students should ensure that the completed form is shared with their mentor/supervisor during the first meeting in practice.**

**Student Name: Programme: Year:**

**Assessors name: Designation:**

|  |
| --- |
| **For completion by UoC Personal Tutor & student** |
| **Nature of identified need** | **How is this currently managed/ controlled?** | **Are there any identified aggravating factors?** | **Recommended Reasonable adjustments** | **End of placement review of reasonable adjustments** |
| 1. **Dyslexia: Visual stress**
2. **Dyslexia: Auditory processing can be slow (especially at the end of the day when tired)**
3. **Fatigue levels (can manifest in headaches)**
4. **Dyslexia: Written work**
 | **Corrective glasses****Writes notes or prefers written direction****Tends to have a rest in the afternoons****Uses spell checks, proof reads** | **Artificial light (student better where there is more natural light)****-Finds processing large amounts of auditory information difficult** **- Difficulty distinguishing between multiple noises (e.g. where there is a lot of background noise)** **The more distractions there are the more difficult this is****Noisy spaces****tiredness** | **Will need to wear corrective glasses****-Prefers to have large amounts of information in written format e.g.: policies etc.****-Quiet place for discussion (one:one discussion in a quiet space presents no issues).****- may need to wear headphones****- Will need to have a lunch break in a quiet place****-Educator to proof read notes and reports especially for terminology (as it is new terms)** |  |

|  |
| --- |
| **For completion by placement staff (i.e.; mentor/clinical educator/supervisor)** |
| **Can the identified reasonable adjustments be accommodated in the allocated placement area?** | **Can the adjustments be made in advance of the placement?** | **Can any associated costs be met?** | **Action required** | **End of placement review of reasonable adjustments** |
|  |  |  |  | **Have these reasonable adjustments been effective?****What other reasonable adjustments have also been effective?****Any other suggestions that may help for the next placement?** |

**Completed by: Name(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| **For Completion by Personal Tutor in collaboration with student** |
| **ACTION PLAN FOR NEXT PLACEMENT*** **Continue with existing PLSP for next placement YES / NO (Please circle appropriate response)**
* **New PLSP to be developed for next placement YES / NO (Please circle appropriate response)**

**Any other comments:** |

**APPENDIX 7 :**

**FAQs for Occupational Therapy Placement Educators**

**Where can I find out about placements in terms of aims, learning outcomes and assessment profile?** All of this is detailed within the University of Cumbria Occupational Therapy Placement Handbooks. Educators should have access to both the BSc and MSc Handbook. Placement Coordinators and PEFs have copies and these are usually also posted on Trusts intranet sites. They are also available on the University’s Learning in practice webpages

[www.cumbria.ac.uk/LIP](http://www.cumbria.ac.uk/LIP)

or try also

<https://my.cumbria.ac.uk/Student-Life/Your-Studies/Placements/>

**Where can I find out about the programme and what students have covered in terms of theory before each placement?** The Placement Handbooks provide all of this information. If in doubt contact the Placement tutors at the University for guidance.

**Who and what is a Placement Education Facilitator (PEF)?** These are people employed by each trust (but funded by the Strategic Health Authority (SHA) to support mentors / placement educators within their Trust. They all have a health professional background so have a wealth of practical experience as well as experience and knowledge of educational matters. Their remit covers ALL health professions. They can support you with advice, education (Up Date sessions) and practical help in all matters relating to student learning within your Trust. They can support you and your team to develop your placement activities and capacity. Get to know who your PEF is and what they can do for you.

**Do I need to write comments on the assessment form as well as use the tick boxes when grading students?** YES. Students like to receive comments from their educators and we use your comments (anonymously) to aid our teaching for future placements. Please ensure comments are constructive and will help students to develop their skills. Students particularly like to receive recommendations for their future placements

**Should the comments I make reflect the grading of the placement?**

YES. It is important that you use the words we use in the grading scheme ie; acceptable; good; very good; excellent; out standing. For example; your communication skills were very good – I would expect to see a tick in the “Vg” column for this skill.

It is always useful to provide the student with ideas as to how they can further develop this skill regardless of the grade received.

**I take both BSc and MSc level students is there a difference in what I should expect from them?** NO. The placements are at exactly the same level for both BSc and MSc students. This is because the MSc programme is a pre-registration programme leading to registration with HCPC. Their placement aims, learning outcomes are similar and assessment profiles are identical. The placement paperwork is identical and completed in exactly the same manner.

**Where can I get help in completing the assessment for placements?** There are a number of ways you can help with completing the assessment form. You can read what is expected of you in the Placement Handbook (see previous questions). You can seek guidance from a more experienced educator within your department / organisation. You can seek guidance / support from the Placement Education Facilitator (PEF) for your Trust. You can seek help from the University Placement Tutors (Liz Harrison and Georgina Callister). You can ask for advice / help during the half way visit by the visiting tutor. Placement Tutors are happy to come along to meetings to discuss this with you and your team – just ask OR request this is included in Up Date sessions organised by your PEF.

**What support can I have if I think a student is failing / not achieving the level they need to pass the placement?** You can and should seek help at an early stage in the placement, the sooner the better. Help can be sought from the Placement Education Facilitator (PEF) AND the Placement Tutors from the University OR visiting tutor for that student on this placement. Students should be told clearly that they are failing during supervision and this should also be documented. An ACTION PLAN should be put into place to help the student and yourself to monitor their progress and to provide the opportunity for the student to work towards achieving a pass at the end of the placement.

**How do I fail a student on the assessment form?** Please refer to the appropriate pages within the Placement Educator Handbooks for this information.

**Do I have to be an accredited Educator or have completed a formal course before I can take students?** NO you don’t, it is not a requirement of COT that you are an Accredited educator before you take students. They do stipulate that you have had 1 year in practice before taking your first student.

It is, however, good practice to undertake a recognised course or module as this can enable you to provide high quality placements and also aid your own professional development. The University of Cumbria provides a number of ways in which you can achieve the RCOTs APPLE status (see RCOT website and University of Cumbria web site) or contact PEFs or Placement Tutors for details and to discuss your needs.

**Can I ask a student to complete a case study / small piece of work / presentation / project to demonstrate their knowledge and understanding of this placement?** YES. Using any of the above, but especially case studies, are helpful in terms of developing knowledge and demonstrating understanding of the links between theory and practice. However, you need to give students time to do this either during their study time or during the working day. It is unfair to give students too much additional work whilst on placement.

**Students often tell me they have coursework to do whilst they are on placement and can they have time to do this is this correct?** The only coursework students have during their placements is the assignment which forms part of their placement module. This is a short assignment which directly relates to the placement. Students do need to collect information and may well want to discuss this with you. Anything other than this is not related to the placement and should be done outside of placement time.

**Students frequently use their mobile phones during placement for messaging, texting and facebook, twitter etc and are reluctant to leave them in bags etc What can I do about this?**

Whilst in University we are very strict about students NOT using their mobile phones during class based activities unless they are accessing data for the session. This is also a requirement of them whilst on placement and links closely to professional behaviour. However, you also need to act as a role model for them. SO a reminder that using a mobile phone for work purposes is fine but doing so for personal use is not during work hours.

**How do I contact Placement tutors?**

Placement tutor details:

Georgina Callister:

Email: georgina.callister@cumbria.ac.uk

Tel: 01228 616342

Helen Wilby:

Email: helen.wilby@cumbria.ac.uk

Tel: 01524 384354

**How do I make contact with someone in case of an out of office hours emergency regarding a student?**  You should contact the University main switchboard:

Carlisle: 01228 616234

Lancaster: 01524 590800

Ask for the Duty Manager and discuss the situation with them

**Learning In Practice webpage:**

<https://my.cumbria.ac.uk/Student-Life/Your-Studies/Placements/>

[www.cumbria.ac.uk/LIP](http://www.cumbria.ac.uk/LIP)

**APPENDIX 8 :**

**Occupational Therapy APPLE Accreditation**

Please look at and download the “Experiential Route” Proforma on the RCOT APPLE webpages. Complete as required and forward the finished portfolio with supporting evidence and references to any of the tutors detailed below.

Once you have been notified that you have successfully completed the requirements of the Experiential route to the standard required your details will be added to the Royal College of Occupational Therapists (RCOT) APPLE database. RCOT will confirm that the process has been completed, provide you with your username and password (which you must keep safely). You can then download your certificate and make alterations to your personal information.

Note: Apple accreditation is only available to you if you are a member of RCOT).

|  |  |
| --- | --- |
| Georgina CallisterSenior Lecturer / Practice Placement LecturerUniversity of CumbriaFusehill StreetCarlisleCA1 2HHTel: 01228 616342e-mail: georgina.callister@cumbria.ac.uk | Helen WilbySenior Lecturer / Practice Placement LecturerUniversity of CumbriaBowerham RoadLancasterLA1 3JDTel: 01254 384354e-mail: helen.wilby@cumbria.ac.ukORAna borges da costa ana.borgesdacosta@cumbria.ac.ukEmma SpellmanEmma.spellman@cumbria.ac.uk |

APPLE accreditation lasts for 5 years and RCOT will contact you close to the time when your Accreditation needs to be renewed to remind you. Please see the APPLE pages on the RCOT website for details on reaccreditation.

In the meantime please try to attend any update days run by your organisation / Trust as these will also act as evidence for future reaccreditations.

\* Please ensure that you alter your own details on the APPLE database if you change address or place of work in the interim period.

**APPENDIX 9:**

**Occupational Therapy APPLE Re-accreditation**

APPLE accreditation lasts for 5 years and RCOT will contact you (via your e-mail address provided at accreditation) close to the time when your Accreditation needs to be renewed to remind you.

Please see the APPLE pages on the RCOT website for details on **reaccreditation.** In the meantime please try to attend any Educator / Mentorship update days run by your organisation as these will also act as evidence for future reaccreditations.

Please note: you are only able to re-accredit if you are a member of RCOT.

Please also refer to the RCOT webpages for further information and the appropriate forms. [www.rcot.co.uk/APPLE](http://www.rcot.co.uk/APPLE)

**2 ways to Re-accreditation:**

There are now two methods of gaining re-accreditation. You may do either.

1. Re-accreditations Reflection form
* Complete the form and send to: Helen Wilby or Georgina Callister (details below)
1. Interview / group interview
* You can now re-accredit by having a face to face interview / discussion with the placement tutor. During this interview you will be asked reflective questions and you should make notes on the Re-accreditation form (which can then be submitted to your interviewer)
* It is possible to do this as a group discussion/ interview if there are a number of you ready for re-accreditation at the same time

Who can do the interviews: contact Helen Wilby (details below) and Georgina Callister

Once completed you details will then be updated on the database. The University and RCOT will confirm that the process has been completed and you are re-accredited for a further 5 years. The ongoing process then remains the same.

\* Please ensure that you alter your own details on the APPLE database if you change address or place of work in the interim period.

**Note** it is not essential that you became APPLE accredited with the University of Cumbria to re-accredit via us.

|  |  |
| --- | --- |
| Helen Wilby: Tel: 01254 384354e-mail: Helen.Wilby@cumbria.ac.ukOREmma SpellmanEmma.spellman@cumbria.ac.ukSenior Lecturer / Practice Placement LecturerUniversity of CumbriaBowerham RoadLancaster LA1 3JD | Georgina CallisterSenior Lecturer / Programme LeadUniversity of CumbriaFuse Hill StreetCarlisleCA1 2HHTel: 01228 616342e-mail: georgina.callister@cumbria.ac.uk  |

**APPENDIX 10:**



Learning & Information Services

**Registration form for student mentors, educators or assessors.**

SURNAME……………………………………………………… TITLE…………………..

FORENAMES…………………………………………………………………………………

HOME ADDRESS…………………………………………………………………………….

………………………………………………………………………………………………….

………………………………………………………………………………………………….

POSTCODE………………………………………………TELEPHONE……………………

EMAIL …………………………………………………….

 Nursing and midwifery mentors only Education mentors only

NMC pin number……………………. DfES number……………………………

WORK ADDRESS……………………………………………………………………………..

……………………………………………………………………………………………………

POST CODE……………………………….. TELEPHONE………………………………….

DECLARATION

**I wish to become a member of the library. I agree to abide by the LIS rules and regulations and to be responsible for the safe return of all materials borrowed in my name. I agree that my personal details can be stored on the LIS database, for LIS purposes only.**

SIGNATURE……………………………………………. DATE………………………………

CONFIRMATION OF ELIGIBLITY.

I can confirm that the above named is on the mentor register.

NAME: SIGNATURE:

POSITON AT UoC: FACULTY

**FOR LIS STAFF USE**:

READER CARD NUMBER……………………….. EXPIRY DATE……….........................