

**PRACTICE PLACEMENT EDUCATOR
AND STUDENT
PRACTICE PLACEMENT HANDBOOK**

BSc (Hons) Occupational Therapy

**BSc (Hons) Occupational Therapy
(practice based learning)**

**MSc Occupational Therapy
(pre-registration)**

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Practice Placement Team contact details

Up to date information and contact details is available on the OT Practice Placement website accessible on

<http://www3.shu.ac.uk/HWB/placements/OccupationalTherapy/index.html>

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Absence Line 0114 225 5446

¹ Not applicable for PBL students. See also 'PBL Students', page 72

Purpose of this handbook

The purpose of this handbook is to provide a source of key information relating to placement roles, responsibilities and processes for Occupational Therapy at Sheffield Hallam University; it should be read in conjunction with the information on the **Occupational Therapy practice placement** website, which may have been updated since the printing of this handbook.

Regardless of the programme, the roles and processes are exactly the same across all programmes, however, there are key differences in the structure of the placements and these are recorded within this document under specific course titles; please refer to these for your course.

This handbook is given to students at the outset of the course and to new Practice Educators. An electronic version is also available on the **Occupational Therapy practice placement** website and hardcopies can be requested through any member of the placements team.

Practice Placement Education - philosophy, rationale, structures and objectives

Philosophy

Practice education provides an integrated continuum of experience throughout the three levels of the course. It provides the students with the opportunity to both develop their understanding of theoretical concepts, skills, analysis and critical evaluation and apply these to occupational therapy with initiative, creative thought, vision and resourcefulness, both independently and as part of a team. Practice placement experience will cover a range of clinical, social care, community and non-traditional settings. Students will have the opportunity, over the three years to work with a range of different client groups and use a variety of occupational therapy assessments, treatment interventions and models of practice. In keeping with the philosophy of the course students will be expected to develop the skills to be self-directed, independent and autonomous learners, using the opportunity afforded by practice placement and the supervision of their practice educator to explore, apply and integrate the theory and the practice of occupational therapy.

Rationale

The intention of the placement learning programme is to provide an opportunity for students to develop their understanding of the theoretical concepts, skills and attitudes required of an occupational therapist. Practice education enables students to demonstrate this through observation, analysis, reflection and critical evaluation. Students will be using their communication skills and reflecting on their personal and professional development to establish organisational and management strategies to enable them to adapt to the changing needs of clients within a range of environments. The assessment forms ensure the development of learning throughout the three years and provide a clear identity for Sheffield Hallam University structure and practice hours. In order to be awarded either the:

BSc (Honours) Occupational Therapy, or

BSc (Honours) Occupational Therapy Practice Based Learning, or

MSC (pre-registration) Occupational Therapy,

students must have completed and passed all the mandatory academic modules of the course and have accumulated not less than **1000 hours** of practice learning experience.

BSc (Hons) - Course Information

Structure

The practice learning experience blocks are a compulsory element of the programme allowing the student to apply professional knowledge and processes acquired up to a certain point in their learning in selected real-world settings. The positioning of these blocks within the overall programme is critical to the integration of theory and practice. Academic modules inform practice learning and practice learning provides the medium for investigating ways in which theory and practice inter-relate and for applying theory in practice and to practice. The practice learning experiences also provide the foundation for academic discussions around personal stories of people with disabilities and case management.

The practice learning experiences will allow the student to complete the required 1000 hours of assessed practice across different services and client groups. There are four practice experiences, one at each of academic level but with the addition of an extended scope placement in the second year (Level 5 PPL 2b). Learning experiences in extended areas of practice are valuable in helping the student gain in-depth understanding of the nature of humans as occupational beings.

Objectives

The design and structure of the programme with regards to student learning in practice ensures that students:

- experience practice at specific times within the course to inform subsequent studies
- demonstrate their ability to put their previous learning into practice
- demonstrate their developing competence in the profession as required at each academic level
- confirm their fitness and suitability for the profession of Occupational Therapy.

It is essential that students demonstrate their fitness for the profession at Level 4 before progressing to Level 5. Whilst developing academic ability may have been verified by success in academic modules, there can be no assurances about potential fitness for the profession unless practice learning has been successfully passed.

BSc (Hons) OT - Year Overview									
lv4			lv5				lv6		
Induction			Induction				Induction		
Induction			Research and EBP2	OT3	PPD2	IPE3			
Mandatory Training						Research and EBP3	Society	PPD3	
OT1	huma	Research and EBP1	Self-directed study						Self-directed study
1 week Observation			8 weeks Practice Learning		PPD2	Self-directed study			
IPE1						PPD3			
OT1	ns		PPD1				OT4		
		OT2 creative							
Christmas			Christmas				Christmas		
OT1		OT2 creative	PPD1	OT3	OT3	PPD2	10 weeks Practice Learning		PPD3
Self-directed study			12 weeks contemporary practice 3 days		IPE2				
Research and EBP1		OT1	PPD1			PPD2			
6 weeks Practice Learning							Self-directed study		
							OT4	PPD3	
PPD1			Research and EBP2				OT4	PPD3	
Round-up of year, introduce next			Round-up of year, introduce next				Round-up of course		

BSc (Hons) PBL - Course Information

Rationale and Structure for Practice Learning

The intention of the placement learning programme is to provide an opportunity for the student to develop their understanding of the concepts, skills and attitudes required of an occupational therapist. By the blending of academic knowledge and practical knowledge and skills together through a concurrent learning design it provides the student with the opportunity to make sense of and reflect upon theory as it is revealed through practice in a variety of settings. Practice education enables the student to demonstrate their understanding through observation, analysis, reflection and critical evaluation. The student will be using their communication skills and interpersonal skills, and reflecting on their personal and professional development to establish organisational and management strategies to enable them to adapt to the changing needs of service users within a range of environments. Inter-professional learning will be a key feature of the placement experience and the assessment tasks set will ensure the development of learning and understanding throughout the programme.

A minimum 1000 hours of assessed practice learning is a professional requirement for registration. There are four practice learning modules, running throughout this practice learning programme as follows:

Practice Learning	Duration	Hours
PL1	1 x 12 weeks @ 3 days a week	264
PL2	1 x 12 weeks @ 3 days a week	264
PL3	1 x 12 weeks @ 3 days a week	264
PL4	1 x 10 weeks - Full time	370
TOTAL HOURS:		1162

At the end of each period of placement there is an allocated reflective practice week to allow the student the opportunity to address assignment tasks related to practice learning outcomes and reflect on the experiences for their personal and professional development portfolios. The practice learning opportunities at academic levels 4, 5 and 6 respectively, require the student to accept increasing levels of responsibility, deal with increasing complexity in practice and to focus on developing and using

clinical reasoning skills. There is also an increasing focus on evidence based practice and on the integration of inter-professional learning.

As the focus of this practice learning programme is concurrent learning the positioning of these modules within the overall programme is critical to the integration of theory and practice. Academic modules inform practice and practice modules provide the medium for investigating ways in which theory and practice inter-relate and for applying theory in practice and to practice. The practice modules also provide the foundation for academic discussions around personal narratives of people with disabilities, and case management.

The first practice learning module is introduced into the programme following orientation and induction to the academic modules to be studied throughout level 4. Students are allocated to practice learning settings offering them a new learning experience to that which they have experienced in their existing/previous work place. This allows the student to experience the world of the occupational therapist from a differing perspective and also encourages them to embrace the role of full time student and not that of support worker or similar. This also ensures a 'level playing field' for objective assessment of their skills and abilities as identified on the assessment documentation inline with HCPC requirements. It is essential that the student has competence to practise, confirmed at each level of the programme.

Objectives

The design and structure of the programme with regards to student learning in practice ensures that students:

- experience practice at specific times within the course to inform concurrent and subsequent studies
- demonstrate their ability to put their previous learning into practice
- demonstrate their developing competence in the profession as required at each academic level
- confirm their fitness and suitability for the profession of Occupational Therapy.

It is essential that students demonstrate their fitness for the profession at level 4 before progressing to level 5. Whilst developing academic ability may have been verified by success in academic modules, there can be no assurances about potential fitness for the profession unless practice learning has been successfully passed.

BSc (Hons) PBL - OT Year Overview

Practice Learning Programme Pattern - 2017 Cohort

Week Beginning	Semester Week	Year 1 - 2017	Year 2 - 2018	Year 3 - 2019
2 Jan	1	Induction week with PT	Introduction to OP3 and Practice learning 3	LMP submission
9 Jan	2	Intro to EOT & EIP1	OP4 Submission	
16 Jan	3	Intro to OP1 & OP2		
23 Jan	4	Intro to OCW		Full-time Practice learning 4
30 Jan	5	Intro to Practice Learning		
6 Feb	6		IEP2 Submission	
13 Feb	7			
20 Feb	8	Study Period	Study Period	
27 Feb	9	Practice learning 1		
6 Mar	10		Practice learning 3	Reflective practice wk PL4 Sub
13 Mar	11		Cont	Placement debrief
20 Mar	12			
27 Mar	13	EOT Submission	OP3 Submission	End of course 31/3/19
3 Apr	14			
10 Apr	15			
17 Apr	16		Reflective Practice wk PL3Sub	Submission of reassessments
24 Apr	17		Full time study	
1 May	18	EIP1 submission		
8 May	19		Level 5 ends Level 6 starts	
15 May	20	OCW Submission	Intro to EIP3 & PL4 IPL Element	NOTES
22 May	21	End of Placement	Full time study and tutorials (EIP3)	2 days study/teaching 3 days x 12 weeks practice learning at level 4 & 5 including 1 reflective week
29 May	22			
5 Jun	23	Reflective week for placement PL1 submission	Full-time study	1 x 10 week period of fulltime placement at Level 6 8 weeks Annual Leave per year
12 Jun	24	Study and OP2 Submission		
19 Jun	25	Study		
26 Jun	26	Study and OP1 Submission	Introduction to Independent Study in OT	All Items in RED are submission of assessments Level 4 x 6 Level 5 x 6
3 Jul	27	Self Study		Level 6 x 5
10 Jul	28	Level 4 ends / Level 5 starts Intro to EIP2		

Week Beginning	Semester Week	Year 1 - 2017	Year 2 - 2018	Year 3 - 2019
17 Jul	29	Intro to IPL 2 for PL2	Introduction to Contemporary Issues in practice	NB: final award board required to enable employment by 1st April
24 Jul	30	Intro to Level 5 OT modules		
31 July	31			
7 Aug	32			
14 Aug	33			
21 Aug	34			
28 Aug	35	Self directed study preparation for placement Submission of reassessments	Self directed study for IS Submission of reassessments EIP3 Submission	
4 Sep	36	Intro to GOW	Full time study for IS	
11 Sep	37	Practice learning 2	Introduction to LMP	
18 Sep	38		Full time study for IS	
25 Sep	39			
2 Oct	40			
9 Oct	41		IS Submission	
16 Oct	42	Intro to OP4		
23 Oct	43			
30 Oct	44			
6 Nov	45			
13 Nov	46		Full time study for Clp	
20 Nov	47	GWCTP Submission		
27 Nov	48			
4 Dec	49	End of Placement		
11 Dec	50	Reflective week for placement, preparation for practice learning 3 PL2 Submission	Full time study preparation for practice learning 4 CIP Submission	
18 Dec	51			
25 Dec	52			

Study period	Placement learning	Annual Leave
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See next page for 'key' to abbreviations used in above table.

Key to abbreviations used in above table

Level	Module	Abbreviation
4	Occupational Performance 1	OP1
4	Occupational Performance 2	OP2
4	Essentials of Occupational Therapy	EOT
4	Occupation, Creativity and Wellbeing	OCW
4	Practice Learning 1	PL1
4	Evidence Informed Practice 1	EIP1
5	Occupational Performance 3	OP3
5	Groups, Occupation and Wellbeing	GOW
5	Practice Learning 2	PL2
5	Practice Learning 3	PL3
5	Occupational Performance 4	OP4
5	Evidence Informed Practice 2	EIP2
6	Independent Study	IS
6	Practice Learning 4	PL4
6	Contemporary Issues in Practice	CIP
6	Evidence Informed Practice 3	EIP3
6	Leadership and Management in Practice	LMP

MSc (pre-registration) - Course Information

Philosophy

Practice experience provides an integrated continuum of learning throughout the course that both links into and out of the academic modules. The first three experiences are all undertaken on a three-day a week basis with students returning to university for the other two days for taught modules and independent study. This format actively promotes a breakdown in the barriers between 'academic' and 'practice' learning, encouraging the students on the programme to integrate their learning in the two environments. It provides the students with the opportunity to both develop their understanding of theoretical concepts, skills, analysis and critical evaluation and apply these to occupational therapy with initiative, creative thought, vision and resourcefulness, both independently and as part of a team.

Practice experience will cover a range of health, social care, community and non-statutory settings. Students will have the opportunity, over the course to work with a range of different client groups and use a variety of Occupational Therapy assessment, treatment interventions and models of practice.

The third practice experience will allow the students to explore the developing role of occupational therapy in a range of contemporary settings where occupational therapy can have a potentially significant role. These practice experiences will normally be in the voluntary or third sector provision or within new health promotion projects based locally. These experiences will enable the students to develop their community based skills, particularly in how to engage with individuals and groups outside of a statutory setting and in doing so will heighten their sense of their professional identity as occupational therapists.

In keeping with the philosophy of the course, students will be expected to develop their skills to be self-directed, independent and autonomous learners - using the opportunities afforded by the practice experience and the supervision of their practice educator, to, apply and integrate the theory and the practice of occupational therapy. The personal and professional development process will be actively employed to encourage this integration and the practice experience de-briefing sessions will incorporate web-folios and Band 5 persona specifications to summarise learning and identify action plans.

Rationale

The intention of the practice experience programme is to provide an opportunity for students to develop their understanding of the theoretical concepts, skills and attitudes required of a state registered occupational therapist. Practice experience enables students to demonstrate this through observation, practice, analysis, reflection and critical evaluation. Students will be using their communication skills and reflecting on their personal and professional development to establish organisational and management strategies to enable them to adapt to the changing needs of clients within a range of environments. The assessment forms ensure the development of learning across the practice experience and provide a clear identity for Sheffield Hallam University.

The assessment forms for practice experience 1, 2 and 4 are identical to those used in the other occupational therapy programmes at Sheffield Hallam University thus ensuring a uniformity of minimum levels of competence that are assessed on all programmes and assist the practice educator in her/his role as assessor.

Organisation and practice hours

In order to be awarded the MSc (pre-registration) Occupational Therapy, students must have completed and passed all mandatory academic modules of the course and have accumulated not less than 1000 hours of practice experience. In this programme, the 1000 hours are achieved through four practice learning experiences. Professional requirements do not allow practice experience to be assessed at level 7; hence the assessment of practice learning is undertaken outside of the modular system. Practice learning is identified as a compulsory professional requirement and assessed as a Pass or Fail using clear, pre-determined criteria on a designated assessment form. No re-registration is permitted on any module related to practice learning.

Assessment of Practice Education

Practice Experience	Duration	Timing of first Attempt
Practice Experience 1	13 weeks @ 3 days/week	February to June
Practice Experience 2	13 weeks @ 3 days/week	September to November
Practice Experience 3	12 weeks @ 3 days/week	January to March
Practice Experience 4	10 weeks full time	January to March

The design and structure of the programme with regards to student learning in practice ensures that students:

- are able to integrate learning at the university and in practice concurrently
- are able to develop critical and reflective thinking
- demonstrate their developing competence in the profession as required at each practice experience level
- confirm their fitness and suitability for the profession of Occupational Therapy.

It is essential that students demonstrate their fitness for the profession throughout by successfully passing all the Practice Experience modules.

MSc (pre-registration) - OT Year Overview

Year Plan - version 4 - 2017

Wk	date	Year One - 2017			Year Two - 2016 cohort			Year Three - 2015 cohort	
24	2 Jan				Practice experience three preparation	Occupational therapy project (dissertation) - proposal development		Practice experience four preparation	Occupational therapy project (dissertation) Hand in week 27
25	09 Jan	Induction							
26	16 Jan	Foundations for occupation based practice	Practice experience one preparation	Introduction to professional practice formative hand in week 30 Assessment hand in week 39		Proposal hand in week 27			
27	23 Jan				Practice experience three	Contextualising occupational therapy	Occupational therapy project (dissertation)	Practice experience four 8 weeks	
28	30 Jan								
29	6 Feb								
30	13 Feb								
31	20 Feb								
32	27 Feb								
33	6 Mar								
34	13 Mar								
35	20 Mar		Practice experience one						
36	27 Mar								
37	3 Apr							End of course de-brief	
38	10 Apr	Easter vacation			Easter vacation				
39	17 Apr								
40	24 Apr	Assessment hand in week 48	13 weeks	Research for OT practice Assessment hand in week 48	12 weeks	Assessmt hand in wk 46		Occupational therapy project (dissertation)	Occupational therapy project (dissertation)
41	1 May				Occupational therapy project (dissertation)				
42	8 May								
43	15 May								
44	22 May	Practice experience one de-brief			Leadership and management in occupational therapy Assessment hand in week 50			Occupational therapy project (dissertation)	
45	29 May								
46	5 Jun								
47	12 Jun	Practice experience two preparation							
48	19 Jun								
49	26 Jun								
50	3 Jul								
51	10 Jul								
52	17 Jul								
1	24 Jul	Summer vacation			Summer vacation				
2	31-Jul								
3	7 Aug								
4	14 Aug								
5	21 Aug								
6	28 Aug								
7	4 Sept							Practice experience two	Assessing occupational performance
8	11 Sept								
9	18 Sept								
10	25 Sept								
11	2 Oct	Practice experience two 13 weeks	AOP Assessment hand in week 24	EOP Assessment presentation week 21	Occupational therapy project (dissertation)	Practice experience four preparation / Workshops			
12	9 Oct								
13	16 Oct								
14	23 Oct								
15	30 Oct	Practice experience two de-brief			Practice experience four preparation				
16	6 Nov								
17	13 Nov								
18	20 Nov								
19	27 Nov								
20	4 Dec								
21	11 Dec								
22	18 Dec	Christmas vacation			Christmas vacation				
23	25 Dec	Christmas vacation			Christmas vacation				

The Practice Placement - Quality Assurance

Practice learning opportunities that enable students to complete the practice requirements of the course are identified, approved and monitored by the university team responsible for practice learning. The audit process involves identifying the capacity of each potential practice learning environment to meet the given audit standards identified by Sheffield Hallam University for all placements. These are as follows:

- Student evaluation and educator provision
- Support and supervision for students
- Access to the learning environment
- Access to learning opportunities
- Multi-disciplinary learning
- Facilitating safe practice
- Standards of care
- Available of resources
- Health and Safety, and risk assessment

There are standard statements that need to be met by all placement providers relating to:

- Equality and Diversity
- Teaching, Learning and Assessment
- Learning Environment and Resources
- Quality

The visiting liaison tutor liaises between the placement, the practice educator, the students and the HEI. It is the responsibility of the placement educator/co-ordinator and occupational therapy liaison tutors to carry out an audit before any students are assigned to the practice setting, and repeat the audit every two years thereafter. Students will not be permitted to access the placement until there is a satisfactory audit in place. Those practice opportunities successfully audited will be identified on a database that is maintained either within the university or through the healthcare placements website. Where there are deficits identified in the audit process that suggest that the Standards are not being adhered to, university tutors will offer guidance and support to enable the placements to meet requirements. Once they are met, students will be (re)allocated to the placement.

Practice learning experiences must provide an environment which allows the student to fulfil the requirements of the identified learning outcomes being assessed.

Practice learning sites are identified and visited and information about programme and the place of practice learning experience within it are explained to key personnel, and core requirements of providers are outlined. The Handbook for Students and Practice Educators provides the relevant information for providers and this is accessible via the Occupational Therapy placement website at <https://www3.shu.ac.uk/HWB/placements/OccupationalTherapy/index.html>

Normally practice educators are occupational therapists who have undertaken an accreditation course but other appropriately qualified personnel may take responsibility for student learning, supported by an occupational therapist from either a practice area or the university. Reaccreditation is required every five years, however annual updates are required to ensure that practice educators have a current knowledge of the program, curriculum and placement processes.

Practice Placement Education Responsibilities

Practice learning relies on clear, agreed working arrangements between the university, the placement provider and the student. In order to facilitate such a working arrangement, guidelines that outline the roles and responsibilities of the three parties involved can be found below. Practice learning providers and the university tutors work with respect to the [Health and Care Professions Council \(HCPC\)](#) and the [College of Occupational Therapists \(COT\)](#) Standards of Education and Training and relevant Codes of Ethics.

The university will:

- keep the placement providers informed of changes within the course that affect practice learning and the smooth running of the placement
- provide names and contact number for the specific practice liaison tutor who liaises with their geographical area and a contact number for emergency situations
- send out requests for placements at least three months in advance of a placement and will notify the placement providers of the potential use of the placement at least two months prior to the placement
- forward the name of the student and all relevant paperwork to the practice educator or placement co-ordinator, at least six weeks before the commencement of the placement and will notify the placement coordinator as soon as possible in the event of any changes in circumstances which affect the placement

- ensure students have all the required immunisations and completed all professional issues requirements including mandatory training² prior to placement
- ensure that students undergo a DBS check on commencement of the course and sign annual declarations of their unchanged status
- collaborate with practice educators to identify any accommodation within the practice area that is required on account of a student's declared health issue
- visit the student on placement and discuss the student's progress on the placement with the placement educator and student separately
- provide additional support for the student and practice educator in the event of a student failing to meet the assessment requirements or in the event of emerging health or suitability issues
- offer seminars throughout the year for placement educators to keep them informed of issues pertinent to course delivery and practice education
- run a minimum of 2 accreditation courses per year (normally in association with The University of Derby) in order to accredit new practice educators within the areas of East Midlands and Yorkshire and Humber
- co-operate with any strategies initiated by the Local Education and Training Boards to enhance the provision or quality of practice learning experiences.

The placement provider will:

- demonstrate that they have policies relating to equal opportunities and anti discriminatory practice and indicate the ways in which these apply to students
- work in partnership with the University to ensure that a satisfactory audit has been completed and is valid for the duration of the student placement
- ensure practice educators are accredited and supported in their work to take students on placement, this may include support for accreditation
- keep the university informed of any changes to placement educators which may affect the placements, such as cancellations or changes in staffing
- carry out a risk assessment on each new student on their arrival (copy on the OT Placements website) and take steps to ensure student safety in the practice environment, including the community
- work with the university practice liaison tutor to make reasonable adjustments for students with disabilities
- provide relevant induction material for students arriving on placement

² PBL students do not undertake mandatory training through the university, this is provided through their employing organisations along with their immunisations as identified in their secondment/sponsorship agreement.

- take steps to ensure that the rights of patients, clients and service users are respected and that they are aware of the contribution that students are making to their care management
- provide a range of relevant learning opportunities for students to enable them to meet their learning needs and module requirements
- inform the university immediately if any issues of concern about the student arise during the placement
- liaise with service users and carers to gain feedback relating to the student's performance on placement.
- ensure that written records of student progress during the placement are kept, including details pertaining to any concerns about professional conduct or suitability
- commit to keeping their practice educators up to date with current information about the BSc (Hons) Occupational Therapy, BSc (Hons) Occupational Therapy Practice Based Learning or MSc (pre-registration) Occupational Therapy courses, as applicable
- complete all paperwork required for the assessment of the student.

The student will:

- contact the placement educator at least one month before placement commences
- attend the compulsory placement preparation sessions including moving and handling session
- complete any preliminary reading required before placement
- formulate some placement learning objectives before the placement and be prepared to discuss these and develop them further in supervision with the practice educator
- comply with the current Code of Ethics and Professional Conduct for Occupational Therapists
- respect organisational rules and responsibilities with regards to health and safety including any issues related to their own health/illness
- be aware of their general presentation (physical appearance as well as projected positive image)
- behave in a professional manner, with a client-centred, non-judgemental, responsible attitude
- contact university if any serious concerns arise from placement

- keep the university informed of time off for sickness in accordance with procedures outlined in the practice education handbook.
- give written feedback to the placement provider at end of placement
- complete the written evaluation as soon as possible after finishing the placement.

Other roles and responsibilities

Team members accept administrative roles and responsibilities as well as academic duties. Other faculty members contributing to the practice learning modules include administrative and technical staff, as described below.

Practice education module tutors

Practice education module tutors are members of the occupational therapy team who:

- take responsibility as module leaders for those modules that involve practice education
- work in partnership with occupational therapy services to identify, develop and support practice education
- take steps to ensure an adequate resource in practice areas to support student learning, supervision and assessment and maintain safety in practice
- liaise with placement administrators about the arrangements for practice education
- ensure that placement agreements are in place
- prepare the handbook for students and practice educators
- ensure that placements are allocated appropriately to students taking account of particular needs, for example, those of students with disabilities and the requirement for students to gain experience in a range of practice areas
- ensure that services are informed of student allocations
- deliver a practice induction programme, ensure that necessary checks have been undertaken and that manual handling sessions have taken place and been recorded
- ensure that services are made aware of changes to the curriculum that impact on them
- administer the practice assessment processes
- co-ordinate visits to students on placement
- liaise with other HEIs to ensure a coordinated approach to the identification and take-up of placements locally

- in collaboration with The University of Derby, plan and deliver accreditation programmes for practice educators
- provide information and ongoing support for practice educators to ensure their capacity to supervise and assess students and assure the quality of practice learning
- liaise with service managers about the wider development needs of practice educators
- ensure records are maintained for reporting purposes
- liaise with practitioners about developing practice areas and ensure that relevant observations from practitioners inform curriculum development and ongoing course delivery.

Currently one member of the team has the overall responsibility for the management of practice education.

Practice Learning Lead

The Practice Lead is a member of the occupational therapy team who is:

- the main point of contact for the educational leads and practice tutors and will work with the placement provider coordinator/education leads to coordinate Placement Liaison Tutor (PLT) activity within each placement provider organisation
- have an awareness of strategic issues and policy relating to work-based and placement learning
- organise and facilitate Placement Learning Team (PLT) team meetings and coordinate a team approach with the placement Liaison tutors to ensure that Placement Liaison Tutor activities are planned, delivered and reviewed at regular intervals
- consult with PLTs, practice educators and Placement Provider Educational Leads to support timely completion of quality assurance placement audits and ensure that all current and new placement areas are audited using systems agreed by the University and placement providers
- work with the PLTs and the Placement Provider Coordinator/Education Leads within placement organisations so that the Practice Educator Update process/activity is planned, delivered and reviewed
- identify key issues resulting from student evaluations and educational placement audits, and any cause for concern, ensuring that all PLTs and students adhere to

the SHU complaint procedure and that all identified issues are appropriately addressed

- support the placement team in their role of placement allocation and liaise with the placement team, placement provider coordinator/education lead, clinical areas and placement tutors to plan future placements and to explore and identify potential new placements based on knowledge of the changing external environment
- assist and advise placement tutors and placement providers in relation to responding to changes in the pattern of service delivery that may affect the availability and/or suitability of areas for student placements, whether temporarily or permanently
- collaborate with all interested parties to identify, influence, develop and embed innovations for enhancing placement learning and employability for students
- attend regular liaison meetings and development sessions with Placement Practice Educators/Placement Provider Co-ordinator/Education Leads as required
- keep course leader and course team informed of any issues related to placement activity, policy and innovation
- produce a report on PLT activity six monthly and distribute to the Director of Practice Learning and the Subject Group Leaders which will be discussed at the Faculty Placement Learning Steering Group
- maintain the placement learning information website and subject area specific placement learning resources
- take responsibility as module leader for those modules that involve practice education
- work in partnership with occupational therapy services to identify, develop and support practice education
- take steps to ensure an adequate resource in practice areas to support student learning, supervision and assessment and maintain safety in practice
- ensure that placement agreements are in place
- prepare the handbook for students and practice educators
- ensure that placements are allocated appropriately to students taking account of particular needs, for example, those of students with disabilities and the requirement for students to gain experience in a range of practice areas
- ensure that services are informed of student allocations

- coordinates the delivery of a practice induction programme, ensuring that necessary checks have been undertaken and that mandatory training³ sessions have taken place and attendance has been recorded
- ensure that services are made aware of changes to the curriculum that impact on them
- coordinate visits to students on placement
- liaise with other HEIs to ensure a coordinated approach to the identification and take-up of placements locally
- in collaboration with The University of Derby, plan and deliver accreditation programmes for practice educators (APPLE)
- provide information and ongoing support for practice educators to ensure their capacity to supervise and assess students and assure the quality of practice learning
- liaise with practitioners about developing practice areas and ensure that relevant observations from practitioners inform curriculum development and ongoing course delivery
- organise placement tutor meetings
- liaise with the Faculty Director for placement and implement required processes for assurance of quality placement learning opportunities.

Other members of the team are responsible for visiting students on placement, developing practice learning opportunities and supporting educators within a designated geographical area. Currently 5 tutors in addition to the practice tutor provide additional support for practice learning.

Practice Liaison Tutors

In addition to the module leaders, these include other members of the team who provide additional support for practice education and who:

- act as a representative of Sheffield Hallam University liaising with practice educators within a defined geographical area
- consult with the Practice Learning Lead, PLTs, practice educators and Placement Provider Educational Leads to support timely completion of quality assurance placement audits and ensure that all current and new placement areas are audited using systems agreed by the University and placement providers

³ PBL students do not undertake mandatory training through the university, this is provided through their employing organisations along with their immunisations as identified in their secondment / sponsorship agreement.

- take responsibility for the development of practice learning opportunities within a defined geographical area
- develop working relationships with practice educators, support them in their role and promote opportunities for their continuing professional development
- encourage new educators and prompt their engagement with the APPLE accreditation scheme
- attend practice education meetings in the locality and keep educators informed of university and course developments
- ensure that any necessary accommodations are in place for students with special needs
- undertake visits to all students placed within the designated area
- provide tutorial support, guidance and advice for students undertaking practice learning and with regards to the related academic assessment, as required
- address issues of concern expressed by students and/or practice educators that relate to the practice experience; negotiate and agree strategies for resolving the issues
- support practice educators in their role, particularly when a student is failing, and ensure continued support after the student has left
- attend any meeting when a student is formally informed of his/her failure in practice learning or ensure the presence of another practice tutor for this event
- advise key members of the occupational therapy team of issues of concern relating to a student's performance in practice.

Course leader

This role is undertaken by an experienced occupational therapist appointed from within the occupational therapy team. This person has responsibility for:

- ensuring that appropriate systems are in place for the maintenance of quality and standards of the course for which she/he is responsible
- liaising as necessary with appropriate administrative and technical staff about university and faculty processes and systems to promote the smooth running of the course
- liaising with admissions tutors about strategies for course marketing and about recruitment processes and outcomes
- liaising with the tutor responsible for timetabling to ensure that students have access to an appropriate and timely programme of activity

- liaising with module leaders in relation to their contribution to overall course delivery
- monitoring students' engagement with the course and ensuring appropriate retention strategies are in place
- ensuring appropriate and effective student support
- ensuring that exit interviews are conducted with students leaving the course
- ensuring that assessment processes and regulations are properly followed
- liaising with external examiners
- convening the course committee
- producing the course handbook
- providing reports as required by the university, Workforce Deanery and Professional Body
- liaising with the Professional Lead for Occupational Therapy on matters relating to course delivery as necessary.

Academic advisors

Personal tutors are appointed from within the course team. Each lecturer/practitioner lecturer has responsibility as a personal tutor for a number of named students. The role is to:

- liaise regularly with, guide, support and encourage individual students regarding their personal, academic and professional development
- prompt reflection on the student's performance, support the student in identifying personal goals and development plans
- enable individual students to integrate their learning from different educational experiences and develop their personal and professional development portfolio
- in the first instance, address with the student any matters of concern about his/her attendance or behaviour on the course
- enable students to find ways of managing any personal or professional issues of concern that they identify as interfering with their studies
- facilitate the student's access to other support services, as necessary
- be a named person for the provision of a reference
- take steps to ensure that the student/graduate advises the team of the first employment destination.

Disability co-ordinator

A member of the occupational therapy team takes responsibility for:

- being a conduit of information between the university's support team for students with disabilities and occupational therapy team members
- receiving and disseminating students' learning contracts
- providing additional support for students with disabilities, including students with dyslexia, and their personal tutors.

Student support officer

The student officer is part of the administrative team. The role of this officer is to:

- be a first point of contact for the student about issues appertaining to the student's engagement with the course
- address requests for extensions for assessment submission or the submission of extenuating circumstances and liaise with course team members and other administrative staff accordingly
- receive reports and evidence of students' illness or other circumstances and liaise with the course or module leader as appropriate
- refer the student to other personnel within the university as appropriate to the issue to be addressed
- normally conduct exit interviews with students.

Assessment of practice learning

Practice learning experience is fully integrated into the academic programme whereby practice and academic learning become mutually supportive in the development of the student's fitness and competence to practice.

Practice learning experience is embedded within the following modules:

BSc (Hons)

- Professional Practice Development 1
- Practice Placement Learning 2a
- Practice Placement Learning 2b
- Practice Placement Learning 3

BSc (Hons) PBL

- Placement Learning 1
- Placement Learning 2
- Placement Learning 3
- Placement Learning 4

MSc (pre-registration)

- Practice Experience 1
- Practice Experience 2
- Practice Experience 3
- Practice Experience 4

At each level, the practice learning experience is assessed as **Pass ++**, **Pass +**, **Pass** or **Fail** using clear, pre-determined criteria on a designated assessment form, (mapped against the [Standards of Proficiency](#) for HCPC registration).

The criteria are framed in four sections:

- Occupational therapy process/ Development of occupational therapy role
- Professional communication
- Personal and professional development
- Working practices

A practice educator supervises the practice learning experience. She or he assesses the student against the set criteria, awarding halfway and final grades as appropriate and providing clear written feedback on performance. Students must attain a pass in all four sections to gain an overall pass for the practice experience.

Excellence in practice will be formally recognised through the awarding of a commendation to those students who have consistently performed well on their practice learning experiences. Students who meet the set criteria on practice placements will be awarded a commendation for practice learning with a merit or distinction grade.

This will be determined through the grades awarded. Any student who is awarded 3 out of 4 placements at **Pass ++** will receive the commendation. The decision of which band to mark the student within should be made according to the balance of marks awarded within the grid. However, there is flexibility to allow the practice educator to take additional information into account, although this will need to be

evidence through comments. In the case where the educator is unsure of where to mark the student, she/he is advised to consider the balance of feedback within each box (e.g. is the student borderline higher or lower in any boxes) this may move the student to a higher or lower band. If the educator is uncertain, they may seek advice from the link tutor.

Assessment processes

Supervision and formative assessment

It is a requirement of the [College of Occupational Therapists \(COT\)](#) that all students in practice receive one hour of formal supervision per week from a designated practice educator or practice tutor. This provides the forum for formative assessment on a weekly basis. A signed record of the supervision sessions and a record of accumulated weekly hours is kept by the student in the practice assessment document. Feedback should be given in a timely manner in order for the student to respond and act upon this feedback.

Involvement of service users and carers in feedback for students

It is good practice for service users and carers to be given the opportunity to offer feedback which informs the assessment of the student. Methods of obtaining this feedback will vary according to the placement setting and needs of the client group but may include asking directly for verbal feedback, using a written form to gather feedback, documenting informal feedback offered throughout the placement. This should be referred to in the final report.

Halfway assessment

At the halfway point, formative feedback, clearly related to the categories of assessment will be recorded in order to give the student a clear focus on the areas in which they are doing well and those in which they need to improve. At this point the educator will be asked to identify whether:

- a student is working towards a pass, and achieving the learning outcomes of the placement; the competencies described need to be demonstrated over a consistent period of time rather than as a one-off achievement
- the educator has some concerns over certain areas
- the student is failing in some areas

The criteria are there to assist the placement educator - and are often worded in a very general manner in order for them to be applicable to the wide variety of placement settings. They are not absolute markers of student abilities - they are there to guide the professional judgement of the practice educator.

If one or more of the assessment items are not appropriate to the area of work the practice educator may put N/S (not seen) instead of a Pass/Fail. It would be advisable however to review this together and to think of ways in which the student could demonstrate their abilities in this area in a different way - or perhaps by gaining experience in an associated area of practice. This may be something the educator and/or student could discuss with your university liaison tutor when they visit.

The educator should mark the grade for the formative assessment in the appropriate column, adjacent to the assessment grid, comments on progress should be written in the halfway report section.

Student self-assessment

Students will rate themselves according to the assessment grid prior to the feedback session **at halfway and at the end of the placement**. They should hand this to their practice educator before they complete their assessment. In this way the practice educator is able to assess the student's own insight into their abilities.

Assessment of practice learning: final report

The assessment form is normally completed in the final week of the experience and must reflect the student's over-all learning and development during that experience. The student will be given the assessment form to read and to add comments. The form must be signed and dated by both parties. It is the student's responsibility to hand in the assessment form to the RWB reception desk following usual submission procedures.

When giving **final feedback** the practice educator may choose to highlight the statements in each box which most matches the student's abilities. In this way the student can have more detailed feedback about where their learning has developed and where they still need to do more work. This can then form the basis of the student's learning objectives for the next placement.

At the end of the form there is space for the practice educator to put any general comments or advice they have for the student and their future placements or career.

This should be addressed to the student. The student should be given the assessment form to read and to fill in their comments on the back page. The form should be signed and dated by both parties, including all supervision records. It is the student's responsibility to hand the completed form (along with the record of the total hours) back in to the university reception desk or to send it by recorded postal delivery by the hand in date.

At the end of the placement, the practice educator should determine the overall grade for the student based on the **Pass ++**, **Pass +**, **Pass** or **Fail** criteria. For the BSc (Hons) programme, students who have been awarded three out of four placements as **Pass++** will be awarded a placement commendation at the point of graduation, which may support their applications for employment as a testament to advanced skills in the placement setting.

The overall mark for the a placement is determined by the marks given for the individual sections. It is suggested that the PPE take the most commonly given mark, across all areas, as the overall mark. If there are other issues which have affected the mark (e.g. attendance, general attitude etc.) the placement educator can use their discretion but will need to explain this in the placement final report. Where a practice educator is unsure how to grade a student (perhaps in a situation where a student has been marked with two **Pass++** and two **Pass+** across the different areas), it will be useful to go back to the original boxes and examine which text best reflects the student's performance. In this situation, the use of a highlighter to underline the relevant sentences can help the practice educator to see where the student 'fits' within those criteria. If the practice educator continues to be unsure they can seek advice from the link tutor.

N.B. The student must pass each criterion within each of the four sections to pass the placement. A fail grade in any box will constitute a failed placement.

Outline of written tasks - BSc (Hons)

At Levels 5 and 6 the students are required to complete a piece of written work related to their practice experience and submit this work when they return to the university; to be marked by the university tutors.

Level 5: Practice Placement Learning 2a

The student will submit a reflection for their portfolio demonstrating how they have developed their clinical/professional reasoning in practice. The student is also expected to identify areas for development for their future professional learning and practice and produce an action plan to demonstrate how they might meet these.

Retrieval of the individual assignment is a rework of the original submission.

Level 5: Practice Placement Learning 2b

The student will submit a reflection for their portfolio demonstrating the learning gained in relation to implementing an occupation-based intervention. The student is also expected to identify areas for development for their future professional learning and practice and produce an action plan to demonstrate how they might meet these.

Retrieval of the individual assignment is a rework of the original submission.

Level 6: Practice Placement Learning 3

The student will submit a web folio page demonstrating their critical reflections on their practice learning in relation to evidence based practice and developing skills as an occupational therapist. The student is also expected to identify areas for development for their future professional learning and practice and produce an action plan to demonstrate how they might meet these.

Retrieval of the individual assignment is a rework of the original submission.

Outline of written tasks - BSc (Hons) PBL

At levels 4, 5 and 6 the students are required to complete a piece of written work based on their interprofessional education sessions which are directly related to their practice experience and submit this work through Blackboard by the required date.

This will be marked by the course tutors.

Level 4 Practice Learning 1

Complete an essay that will reflect your learning throughout your placement identifying the required skills, knowledge and attitudes required to work effectively as a collaborative worker in the context of ensuring person centred service improvement.

This will meet **LO2, LO3** and **LO4**:

LO2 To identify the principles of professional practice in relation to service users and carers

LO3 To discuss communication strategies in relation to establishing effective and respectful relationships with colleagues, service users and carers in the context of ensuring an effective person focused service.

LO4 Reflect on your learning through your placement experience using the interprofessional capability framework, identifying key areas in your personal and professional development in relation to collaborative working in practice.

Level 5 Practice Learning 2

Complete an essay that will demonstrate your knowledge and understanding of the requirements in the practice setting for effective interprofessional working and patient and carer engagement in promoting service improvement.

This will meet **LO2, LO3** and **LO4**:

LO2 Explain the principles of service user and carer involvement in the context of interprofessional working and appraise how this may apply to your practice setting.

LO3 Analyse the factors and processes that facilitate effective collaborative working within your placement setting and how this impacts on service delivery.

LO4 Reflect on your learning through your placement experience using the interprofessional capability framework, identifying key areas in your personal and professional development in relation to collaborative working in practice.

Level 5: Practice Learning 3

Complete an essay that will require you to identify 3 key contemporary policy drivers related to your practice setting and you will explore how they influence and impact on collaborative working in this area and how they can promote person centred service improvement.

This will meet **LO2, LO3** and **LO4**:

LO2 Evaluate the service environment in relation to interprofessional working and person centred service delivery.

LO3 Identify and evaluate the relevant contemporary policy drivers for promoting collaborative practice and person centred service improvement in your placement setting.

LO4 Reflect on your learning through your placement experience using the interprofessional capability framework, identifying key areas in your personal and professional development in relation to collaborative working in practice

Level 6: Practice Learning 4

Complete a service improvement plan to meet **LO2**, **LO3** and **LO4**:

LO2 Critically analyse approaches to service delivery in your placement setting.

LO3 Design and clearly justify a service development plan which will contribute to the development and delivery of a safe and effective service for service users and carers.

LO4 Critically reflect upon your own performance as a collaborative worker using the interprofessional capability framework, identifying areas of personal and professional development for your transition to be an effective collaborative worker in practice.

Retrieval of the individual assignment is a rework of the original submission.

Student withdrawal due to ill-health or other valid causes

Where a student needs to leave the practice learning experience early due to ill-health or other valid cause (for example, bereavement or other serious family circumstance), if at that point she/he has **completed 80%** or more of the scheduled practice hours, i.e. minimum assessment hours, the assessment can be completed. This must be with the agreement of the student, PPE and university tutor.

If a student withdraws from a practice learning experience owing to ill-health or other cause **before** she/he has completed **a minimum of 80%** then a submission regarding right to request and alternative assessment must be made to the university, with appropriate evidence. A student whose extenuating circumstances are accepted by the university, will undertake another practice experience as soon as practicable.

Where a student has withdrawn on health grounds she/he must be assessed and receive Occupational Health clearance and confirmation of being fit to undertake practice learning before arrangements are made for the practice experience.

Students who are deferred will be supported in the management of their extenuating circumstances by the student support officer. Once the situation is stable and, in the case of ill health, the student has gained evidence of fitness to do the placement,

including occupational health clearance, the practice learning experience will be planned and the student supported in his/her efforts to succeed.

If a student withdraws from a practice learning experience owing to ill-health or other cause **before** she/he has completed **a minimum of 80%** and the extenuating circumstances are not accepted by the university then the student will have been deemed to have failed (referred), the practice learning experience block, and normal placement retrieval processes will apply.

Students may be required to withdraw from a practice learning experience because the placement itself is no longer able to support student learning. The practice learning experience may no longer be viable due to for example, service reconfiguration or staff shortages. In these situations the placement tutor will where possible, seek an alternative opportunity for the student to continue in another suitable placement area where they can continue achieve their learning outcomes, or, where this is not possible due to the type of placement experience needed or availability of placement, the student will be offered a deferred placement.

Attendance and early termination of Placement

Practice education is assessed on a pass/fail basis. In order for a fair assessment to be made of the student's capabilities, the student must have been present at the placement for **at least 80%** of the designated number of days allocated to the practice experience. Practice educators are expected to sign records of the student's attendance which, under normal circumstances, is expected to be 100% of the scheduled time to enable the 1000 hours to be accumulated.

Normally students are required to complete all weeks dedicated to practice learning with 100% attendance. However, there may be circumstances in which a student's needs, expectations or demands are adversely affecting service delivery and the validity of the placement. In these circumstances, a student who is deemed to be failing **after 80%** of the time allocated for the practice has been completed; that is, minimum assessment hours having been completed, and it is clear that the student is going to be unable to achieve the necessary standard to meet the pass criteria by the end of the experience, may, with the agreement of the university practice tutor and the practice educator, be given the final report at this point in the practice learning, and be required to leave before the scheduled end date.

Where professional suitability is called into question and there are risks perceived to be associated with the continuation of practice learning experience, the practice

learning experience may be terminated at any time either by the practice educator or by the practice liaison tutor and a fail (refer) recorded. The student will then be referred to the Faculty Professional Misconduct Panel. All aspects of the situation will be fully investigated and may subsequently be dealt with using current university procedures regarding misconduct or professional suitability/unsuitability.

Although the assessment of students' practice is delegated to the practice educator, who has the 'final say' concerning student's performance on placement, the ultimate responsibility for practice education rests with the university. The decision to award a pass or fail will always be taken in consultation with those with whom the student has been closely working in the practice situation.

Student under achieving during practice learning

Where a student during a practice learning experience is identified as not achieving a pass at the half way stage in any of the assessment categories identified on the assessment form, the practice educator is required to contact the university liaison tutor to arrange a visit to discuss the issues and complete processes with the student and practice educator in accordance with Faculty procedures.

Where it is identified that the student is not achieving the pass standard towards the end of the practice learning experience, the practice educator is expected to contact the university liaison tutor again to arrange a visit to discuss the student's performance. A university liaison tutor will normally be present if a student is to be told that she/he has failed the experience.

Retrieval of failed Practice Placement Learning - BSc (Hons)

Level 4 - Semester Two PPL1

The retrieval of the practice learning experience PPL1 is normally scheduled for the summer immediately following the initial failure. Students normally have to complete and pass the placement before progressing to Level 5.

Level 5 – PPL2a and PPL2b

The retrieval of the practice learning experiences PPL2a and PPL2b is normally scheduled for the summer immediately following the initial failure. Students normally have to complete and pass both placements before progressing to Level 6.

Level 6 - Semester Two PPL3

The retrieval of the practice learning experience is normally scheduled for the summer immediately following the initial failure. This may delay graduation until September or until all level 6 modules have been passed. Only then will graduates be able to apply for registration with the Health and Care Professions Council.

Any practice hours accumulated during a practice experience that is failed will not count towards the 1000 hours of practice that must be successfully passed prior to qualification. Where a student passes the practice assessment but fails the written task, the practice hours will count once the written task is retrieved.

A student can fail one practice learning experience at each level and this can be retrieved. However, if a student fails a subsequent practice learning experience then the student may be referred to the university procedures for fitness to practice.

Arrangements for Full Time Practice and Retrieval

Academic level	Timing of first attempt	Placement duration	Placement hours	Timing of Retrieval
4	Semester 2	6 weeks	225	Summer immediately following first attempt
5	Semester 1	8 weeks	300	
5	Semester 2	12 weeks (part time)	270	
6	Semester 2	10 weeks	375	
TOTAL HOURS:			1170	

Retrieval of failed Practice Learning - BSc (Hons) PBL

Arrangements for Practice Learning and Retrieval

Academic Level	Placement	Placement Hours	Retrieval
4	Practice Learning 1	264	Additional 3 weeks
5	Practice Learning 2	264	During PL3 allocation period
5	Practice Learning 3	264	During June/July/summer following placement as full time hours
6	Practice Learning 4	370	As soon as is practicable in April as full time hours
TOTAL HOURS:		1162	

Due to the design of the practice based learning programme you are expected to undertake practice learning at these designated times in order to maximise your learning experiences. If you are referred in practice learning modules you are provided with one further opportunity to retrieve a practice learning module. If you have failed and retrieved a practice learning experience and then fails a further practice experience at any time during the course will **not** have the right of retrieval and will be required to leave the course.

Each practice learning module requires you to complete two learning tasks:

- Task 1 is the practice experience
- Task 2 is a piece of written work.

Both tasks must be passed to achieve a pass in the module. In all cases, the written work (Task 2) will not be submitted until the practice experience has been recorded as a pass by the practice educator. The mark awarded for the written work is submitted as the mark for the module.

Specific regulations relating to the retrieval of Practice Learning modules on the Practice Based Learning (PBL) course

Due to the design of this accelerated route and the need to progress within a given timeframe, the following will apply:

Level 4

Where the student has not logged the required 80% of hours to be assessed in practice experience **OR**, within the normal time allotted to the experience, the student does not attain the required standard of performance to achieve a pass for

the practice experience (i.e. Task 1), the student will be given an opportunity, with mutual agreement of the student, the placement educator and the course lead, to extend the practice learning period for a further three weeks. If the student is successful at the end of the three weeks period and the practice experience is passed, she/he will then complete and submit the written task for the module.

If the student does not pass the practice experience she/he will normally be referred in the module. This will result in the student having to 'step out' of the programme and then retrieve the Practice Learning module before progression to Level 5. Due to the accelerated design of the programme at Level 4, this will result in the student have to intercalate with the next cohort of students at Level 5 on discretion of the commissioners, employing organisations and the Assessment Board. Where applicable, the student may return to her or his designated place of work in the interim. For successful students, the calculation of practice hours for the extended practice experience will be based on the final 12 weeks attendance.

A student who passes both assessment tasks of the Practice Learning module at Level 4, will progress to Level 5, subject to the university progression regulations. Where the student is referred in the written task (i.e. Task 2) of the Practice Learning module, she/he will be given the opportunity to retrieve this task and will resubmit the written piece of work within the agreed timeframe.

The student may progress to Level 5 of the programme, carrying the retrieval of the written work (subject to the maximum credits allowed to be carried over by the university).

Level 5

Where a student is referred in the practice experience (i.e. task 1) of Practice Learning 2, the student will normally be given the opportunity to retrieve the practice learning experience in the timeframe allotted to Practice Learning 3. The Practice Learning module 3 will then normally be undertaken during the summer, so affording the student the opportunity to progress to Level 6 at the earliest opportunity, normally with a pass in both modules. However, this will also depend on success in task 2 of each module (see below) which will only be submitted when the relevant practice experience has been passed. No extensions in time allotted to the practice experience will be afforded to students at Level 5.

Where a student is referred in the written task of either Practice Learning 2 or Practice Learning 3, she/he will be given the opportunity to retrieve the task. If the

student does not subsequently pass, she/he will be required to leave the course as the module will have been failed. In order to progress to Level 6 of the course, a student must have passed Practice Learning module 2 **AND** at least the practice experience (i.e. task 1) of Practice Learning 3.

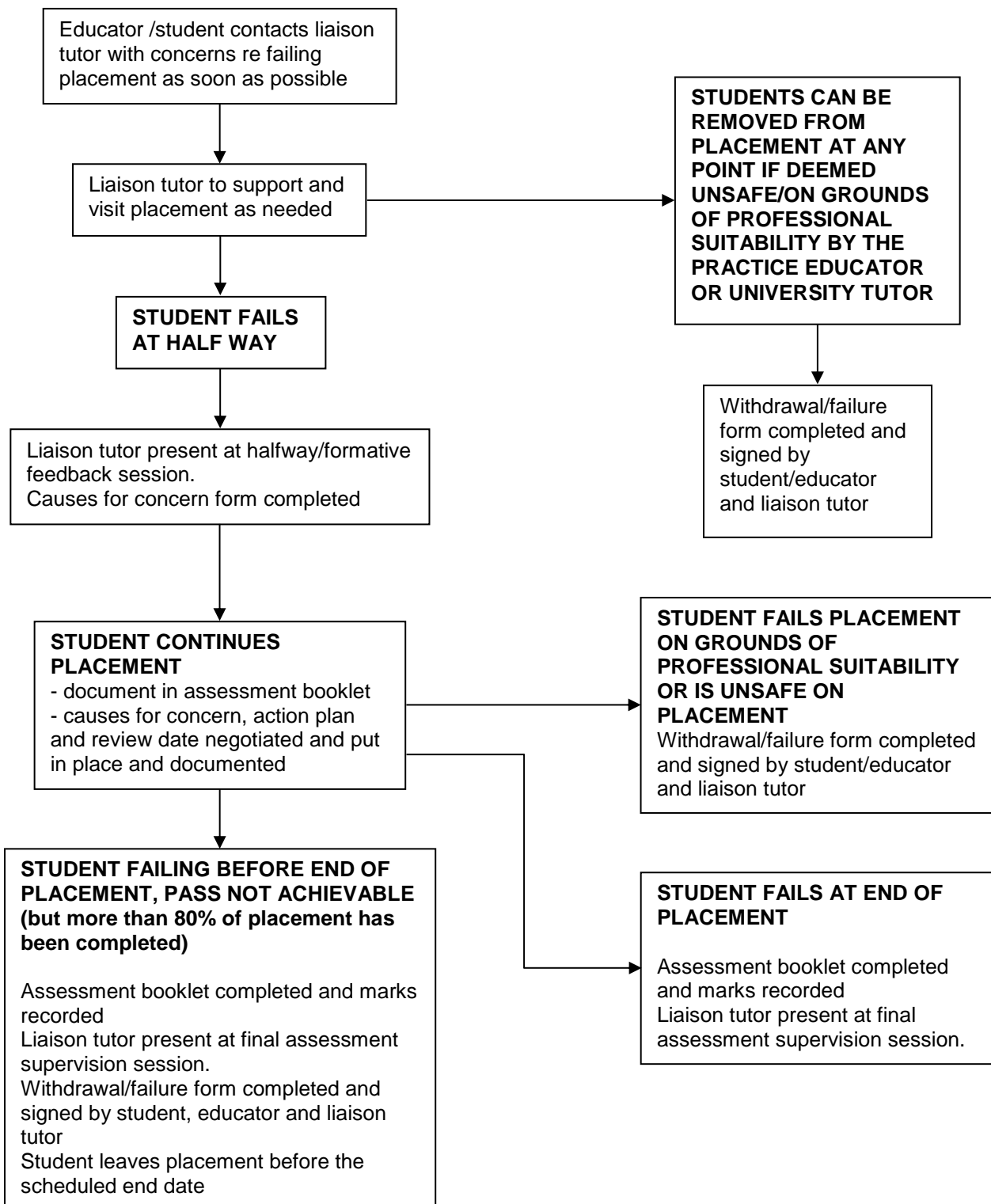
Level 6

A student referred at Level 6 will normally retrieve Practice Learning 4 during April and June at the end of the programme, or as soon as practicable thereafter.

Arrangements for Full Time Practice and Retrieval - MSc (pre-registration)

Practice Experience	Duration	Timing of first Attempt	Assessment Board Ratification	Scheduled Retrieval
Practice Experience 1	13 weeks @ 3 days/week	February to June	July	September to November
Practice Experience 2	13 weeks @ 3 days/week	September to November	April	Full time February to March Year 3
Practice Experience 3	12 weeks @ 3 days/week	January to March	July	Full time February to March Year 3
Practice Experience 4	10 weeks full time	January to March	April	May to June

Placement Failure Process



Procedures for dealing with conflict on placement

The students and the placement educators have the right to expect to be treated with dignity and respect. In the event of one feeling that they are being discriminated against or treated in a less favourable manner because of age, sex, race, sexuality, disability or health status, then the university must be contacted immediately and the issue discussed. If there is evidence of unacceptable discriminatory practice by the student then this may be considered as unprofessional behaviour and dealt with as such. If the student feels they have been treated in an unacceptable and discriminatory way, then the university should be contacted and brought in to investigate the situation and take appropriate action.

In the event of any party having a serious issue of disagreement (whether about assessment, behaviour or attitude), the university should be involved at the earliest possibility. The SHU guidance on the complaints procedure where students raise concerns is on the SHU OT placement website

<https://www3.shu.ac.uk/HWB/placements/OccupationalTherapy/index.html>

Professional suitability

Students are expected to conform to the current [Code of ethics and professional conduct](#) of the College of Occupational Therapists (COT) and are made aware of the Health and Care Professions Council (HCPC) [Standards of conduct, performance and ethics](#). The HCPC standards are available at www.hpc-uk.org. A copy of the current COT [Code of ethics and professional conduct](#) is given to each student at the beginning of the course. Breaches of the 'Code' may be construed as professional unsuitability.

Professional unsuitability is a matter of professional judgement that may be informed by, for example, lack of respect for the law, human beings, physical resources, professional codes, guidelines and standards or organisational policies and procedures. It is also informed by attitudes and behaviour that are incompatible with commonly accepted, appropriate professional behaviour and practice.

Professional unsuitability may be dictated by unprofessional behaviour or professional misconduct.

Examples of unprofessional behaviour include, but are not limited to:

- behaviour contrary to the spirit or intention of the current [Code of Ethics and Professional Conduct](#) of the College of Occupational Therapists
- conduct or attitude that could bring into disrepute the profession of occupational therapy
- conduct or attitude that is prejudicial to the best interests of service users or service providers
- continuing inability to interact in a constructive and appropriate manner with colleagues or service users
- inadequate application to professional education; irresponsibility in matters of attendance, punctuality or conduct or unacceptable conduct such as cheating or plagiarism
- discriminatory communication or behaviour or disrespect for others
- lack of concern for the safety or welfare of others.

Examples of professional misconduct include, but are not limited to:

- breaches of confidentiality or misuse of confidential material relating to colleagues, service users or service providers
- theft or deliberate falsification of facts or records
- inappropriate emotional involvement with service users
- negligence that causes unacceptable loss, damage or puts people at risk
- theft or deliberate misuse of, or damage to, equipment, materials or structure in any setting relating to education or practice
- incapacity for work due to the influence of substance misuse.

There may be times in practice when the placement educator feels that the student's behaviour is so unprofessional, or that contravenes the code of ethics and professional conduct in such a way that the educator cannot continue to support the student in practice. In such cases, and in consultation with the university practice placement team, the educator may require the student to withdraw from the placement. The educator will document all relevant details and make them available to university tutors. Particular note will be made of any incident where any person may have been put at risk.

Records of performance

Practice educators are required to maintain detailed records of the student's performance and behaviour, particularly in relation to examples of professional unsuitability, contraventions of the [Code of Ethics and Professional Conduct](#) of the College of Occupational Therapists and incidents that relate to risk or the potential safety of any person. These may be required should the student subsequently be called to a university panel investigating such matters.

A student who fails (refers) a practice learning experience on grounds of safety, professional unsuitability or misconduct will be referred to the Faculty Professional Misconduct Panel. All aspects of the situation will be fully investigated and may subsequently be dealt with using current university procedures regarding misconduct or professional suitability/unsuitability.

Any practice learning hours accumulated during a practice learning experience that is failed (referred) will not count towards the 1000 hours of practice that must be successfully completed and passed prior to qualification.

A student who has been referred and retrieved in a practice learning experience, and then is referred in a further practice learning experience at any time during the course, will be referred to Faculty Professional Misconduct Panel for investigation, and may subsequently be dealt with using current university procedures regarding misconduct or professional suitability/unsuitability. The outcome of this panel will inform suitability of the student undertaking future placement learning experiences.

Students may not re-register for any of the four modules that embed practice learning experience.

Using the assessment form:

Guidance for the practice educator

Learning objectives

Students should arrive at placements having identified some of the areas they wish, or need to, work on during their placement experience. By their second placement, students should have some written objectives when they arrive on the placement, based on their reflections on their previous practice education and the development of their learning from their first placement. Further objectives should be negotiated

between you both in the first weeks of placement and should take account of the following:

- the personal learning needs and learning style of the student
- the course requirements for that particular level of student as outlined in the placement learning outcomes and the placement assessment criteria
- the learning opportunities in your particular practice area.

The assessment form

The assessment form should normally be used as the basis of your weekly feedback in supervision to allow the student to gauge their level of learning in a continuous, developmental process over the weeks.

There are **four sections** to the form:

- Occupational Therapy Process
- Professional Communication
- Personal and Professional Development
- Working Practices

Criteria for levels of competency

Within these sections there are specific criteria to assist you in assessing whether your student is demonstrating competency over the time they are with you. The **minimum level of competency is the pass level.**

Your assessment of the student at the end point is your assessment of their over-all abilities during the period of time they have been with you. The competencies described need to be demonstrated over a consistent period of time rather than as a one-off achievement.

The criteria are there to assist you, and are often worded in a very general manner in order for them to be applicable to the wide variety of placement settings. They are not absolute markers of the student's abilities; the criteria are there to guide your professional judgement.

If one or more of the assessment items are not appropriate to your area of work you may put **N/S** (not seen) instead of a pass/fail. It would be advisable, however, to review this together and to think of ways in which the student could demonstrate their abilities in this area in a different way; or perhaps by gaining experience in an associated area of practice. If you feel there is a problem with interpreting any of the assessment criteria in your particular area of practice please contact one of the

practice placement team at the university and they will be very happy to discuss it with you.

When giving **final feedback** it will help the student if you can highlight or draw around the box which most matches their abilities. In this way the student can have more detailed feedback about where their learning has developed and where they still need to do more work. Two examples of this are illustrated below.

Example of completed assessment grid

The highlighted boxes show the student where they are doing well and where they could do more.

OCCUPATIONAL THERAPY PROCESS - LEVEL 6

(if recording progress on the grid by highlighting, please differentiate on the grid the halfway mark and final mark

Grade	1. Assessment	2. Identification and prioritisation of need	3. Treatment Planning	4. Treatment Implementation	5. Evaluation and Planning
PASS ++	Uses professional reasoning to consistently select appropriate assessments. Skillfully uses a range of assessment techniques and independently analyses data.	Independently identifies a holistic range of needs. Is able to prioritise taking into consideration client need, medical condition and resources.	Justifies use of assessment data to develop individualised programmes that meet negotiated and prioritised need. Adapts to other people involved and resource implications.	Independently implements interventions. Is able to utilise skills, abilities and knowledge gained during the course.	Independently critically evaluates intervention. Uses information to develop complex planning for client's future and recognises implications for practice.
PASS +	Consistently selects appropriate assessments. Justifies and uses a range of assessment techniques. May require minimal assistance to analyse data.	Needs minimal supervision to identify holistic range of needs in relation to the medical condition. Able to prioritise with minimal assistance.	Plans appropriate individual therapy programmes considering resource implications. Justifies treatment plans and outcomes. Considers other persons involved.	Independently implements treatment has a flexible approach and anticipates problems or changing needs with minimal supervision.	Independently evaluates intervention sessions and programmes. Can incorporate this evaluation in planning for client's future or discharge plan.
PASS	Independently selects appropriate assessments to identify client centred health and social care. Uses a range of assessment techniques. May require assistance to analyse data.	Needs minimal assistance to identify and prioritise client need considering the implications of their medical condition. Understands and applies the underpinning theoretical concepts of occupational therapy practice.	Able to use activity analysis to develop individual therapy programmes independently or with minimal support. Aware of resource implications and other persons involved.	Independently implements intervention and can undertake planned therapy with minimal guidance, maximising support, learning and change.	Independently evaluates intervention sessions and programmes. Is able to use information appropriately to discuss and modify plans for future.
FAIL	Selects inappropriate assessments. Requires assistance to develop a range of assessment techniques. Requires regular assistance to analyse data. Poor professional reasoning skills.	Regular assistance required to ensure identification of range of needs considering the implications of their medical condition. Regular assistance to prioritise complex needs.	Requests assistance in developing comprehensive planning skills. Produces repetitive, "text book" plans. Lack of insight into persons involved and resource implications.	Unable to implement treatment plans as appropriate to area of work	Unable to initiate evaluation of each session, requires assistance to consider all relevant factors. With assistance can identify development required.

Completing the practice placement assessment forms

The student will bring their copy of the assessment forms with her/him. The final copy that will be completed and returned to the University will be sent to the placement educator.

Learning objectives

The student should come to the placement with some learning objectives already set, as described earlier. These can be negotiated and refined further with the appropriate levels of support from the educator. It is good practice to review these learning objectives at the halfway point and modify them according to the progress the student has made in the first half of the placement.

Weekly supervision

The student by their second, third and fourth placements should take responsibility for setting the agenda for supervision and recording the content. The action plan formulated during the supervision session should also be recorded by the student. Students on their first placement may require more support from their educators.

Halfway

The student will self-assess as described earlier. The educator should complete the formative feedback sheets indicating with a tick whether the student is working towards a pass, there are some areas of concern or are failing in each of the four assessment areas. Educators should also provide supporting comments for these areas.

Final assessment

The student will self-assess as described earlier. The educator should indicate on the assessment grid, the level of competency attained by the student, indicating clearly that this is the final assessment level. Comments and a report of the student's overall achievement should also be completed as well as comments indicating areas for the student's future development.

The final copy of the assessment form should include:

- Students learning objectives
- Completed and signed supervision records (originals, not photocopies)
- The half way and final assessment
- Record of placement details
- Record and educator verification of placement hours

- Indication of whether the student has passed/failed any of the sections and overall pass/fail mark.

A **Placement assessment booklet checklist** is included below.

It is the responsibility of the student to return the completed final assessment form to the university by the set date.

Placement assessment booklet checklist

Please note that in the assessment form, the checklist is split and each aspect is included at the relevant stage of the placement

When	Task	Completed (✓) or N/A
Pre-Placement (if applicable) STUDENT	Learning Contract and reasonable adjustments (in relation to disability support), if applicable, negotiated and agreed between student, PPE and visiting tutor	
Start of Placement STUDENT AND PPE	Learning objectives negotiated and agreed between student and educator	
Start of Placement STUDENT	Learning objectives written into assessment booklet	
Midway through Placement STUDENT	Student self-assesses on copy of assessment grids and gives to PPE before the halfway report	
Gathering evidence for report PPE	PPE considers how service user and carer feedback is incorporated into the report	
Halfway report PPE	PPE completes formative feedback and marks student progress on assessment grids. Comments and feedback given. Areas for development identified. University liaison tutor is contacted and visits if student is failing at this point.	
After halfway report STUDENT	After the halfway report the student considers the feedback given and areas for further development identified. The learning objectives for the remainder of placement are reviewed and written into the assessment booklet.	

When (continued from last page)	Task	Completed (✓) or N/A
Gathering evidence for report PPE	PPE considers how service user and carer feedback is incorporated into the report.	
Final Assessment PPE	PPE completes final assessment and gives final report to student prior to end of placement.	
Final Assessment LINK TUTOR	University liaison tutor to attend if a fail grade is to be given.	
End of placement PPE	Assessment form needs to be signed, total number of placement hours completed needs to be given. All details on page 1 completed in full. PPE signs to confirm placement hours. PPE needs to complete date of most recent update (this can include using placement website).	
End of placement STUDENT	Student to keep copy of assessment booklet and original copy submitted to university by hand in date.	
End of placement STUDENT	Student to photocopy page 1 if claiming placement expenses as proof of placement dates.	
End of Placement STUDENT	Student to complete online evaluation form (sent by Gillian Wheatley).	
End of placement STUDENT AND PPE	Student to complete electronic hours on Record of Placement Attendance form and print hardcopy for their PPE. PPE to confirm placement hours and record on Assessment Form and sign. Student to submit electronic Record of Placement Attendance to HWB-AHPTimesheets-mb@exchange.shu.ac.uk for recording.	

Practice placement education modules aims - BSc (Hons)

Level 4 Personal Professional Development 1

The practice learning experience sits within the Personal and Professional Development Module 1.

- **Module aim**

The module will help you develop an understanding of the purpose of continuing professional development (CPD), practice learning, and how this relates to you as a developing practitioner, your service users and the profession as a whole. It will introduce you to processes that can be used to identify and address your development needs by drawing on your learning from other modules and practice learning.

- **Module learning outcomes**

The learning outcomes for the Level 4 Practice Placement Learning 1 module are shown in the Module Descriptor.

This placement learning experience will give the students the chance to observe and participate in occupational therapy practice with the close support of a placement educator. It provides the opportunity for students to learn about professional conduct and practice, to explore and develop their personal and professional communication skills and reflective practice and to consider the health and social care context within which they will be working.

Level 5 Practice Placement Learning 2a

- **Module aim**

Within this module the student will provide an opportunity for students to apply and evaluate occupational therapy processes and philosophy in practice, with the support and guidance of a practice educator.

Students will use the placement experience to articulate their clinical reasoning based on previous learning and theoretical knowledge about occupational therapy processes and philosophy whilst beginning to work more independently, learning to use supervision as a forum for reflection and analysis of your practice.

- **Module learning outcomes**

The learning outcomes for the Level 5 Practice Placement Learning 2a module are shown in the Module Descriptor.

Level 5 Practice Placement Learning 2b

- **Module aim**

This practice learning experience will give the student the opportunity to broaden their awareness of the context of health and social care by participating in a non-statutory or emerging area of practice where there may or may not already be an occupational therapist in situ. They will go in pairs to non-traditional practice sites and will have support from a supervisor on site and an occupational therapist off-site - either from a related field of practice or from the university

The student will develop their professional skills as they would in any practice setting but in addition they will also develop and implement an occupation - based intervention appropriate to the setting and service user group with the support of the supervisor.

- **Module learning outcomes**

The learning outcomes for the Level 5 Practice Placement Placement Learning 2b module are shown in the Module Descriptor.

Level 6 Practice Placement Learning 3

- **Module aim**

This practice learning experience gives the student the opportunity to make the first steps in the transition from student to practitioner. To enable them to develop into independent practitioners, fit for practice, this placement will provide the student with the opportunity to engage in practice with the support of their practice educator in a range of complex situations with a variety of complex issues. They will be expected to use reflection to review and develop their practice, to work in a client-centred way and to integrate their knowledge and experience gained from throughout the course to critically appraise their own and current occupational therapy practice

- **Module learning outcomes**

The learning outcomes for the Level 6 Practice Placement Learning 3 module are shown in the Module Descriptor.

Complete Module Descriptors can be found towards the end of the Handbook.

Practice learning modules aims - BSc (Hons) PBL

Level 4 Practice Learning 1

- **Module aim**

Within this module the student will have the opportunity to develop an understanding of occupational therapy processes and philosophy, and with the support and guidance of the practice educator, they will participate in occupational therapy practice. It will provide the student with the opportunity to learn about professional conduct and practice and will introduce them to the concept of professionalism, collaborative practice and person-centred service improvement.

- **Module learning outcomes**

By engaging successfully with this module, the student will be able to:

- LO1** Participate in and demonstrate application of, required practice competences within a placement setting as stated in the practice assessment document for this level.
- LO2** To identify the principles of professional practice in relation to service users and carers.
- LO3** To discuss communication strategies in relation to establishing effective and respectful relationships with colleagues, service users and carers in the context of ensuring an effective person-focussed service.
- LO4** Reflect on their learning through the placement experience using the interprofessional capability framework, identifying key areas in their personal and professional development in relation to collaborative working in practice.

Level 5 Practice Learning 2

- **Module aim**

Within this module the student will have an opportunity to apply and evaluate occupational therapy processes and philosophy in practice, with the support and guidance of a practice educator.

The student will use the placement experience to articulate their clinical reasoning based on previous learning and theoretical knowledge about occupational therapy processes and philosophy whilst beginning to work more

independently, learning to use supervision as a forum for reflection and analysis of their practice.

The student will be able to develop an appreciation of the importance of effective interprofessional team working and patient and carer engagement in promoting service improvement.

- **Module learning outcomes**

By engaging successfully with this module, the student will be able to:

- LO1** Participate in and demonstrate application of, required competences within a placement setting as stated in the practice assessment document for this level.
- LO2** Explain the principles of service user and carer involvement in the context of interprofessional working and appraise how this may apply to your practice setting.
- LO3** Analyse the factors and processes that facilitate effective collaborative working within your placement setting and how this impacts on service delivery.
- LO4** Reflect on your learning through your placement experience using the interprofessional capability framework, identifying key areas in your personal and professional development in relation to collaborative working in practice.

Level 5 Practice Learning 3

- **Module aim**

Within this module, the student will have an opportunity to apply and evaluate occupational therapy processes and philosophy in practice, with the support and guidance of a practice educator.

The student will use the placement experience to articulate their clinical reasoning based on previous learning and theoretical knowledge about occupational therapy processes and philosophy whilst beginning to work more independently, learning to use supervision as a forum for reflection and analysis of your practice.

The student will develop their understanding of contemporary health and care policy drivers and how they impact and influence collaborative working practices and person-centred service improvement.

- **Module learning outcomes**

By engaging successfully with this module, the student will be able to:

- LO1** Participate in and demonstrate application of, required practice competences within a placement setting as stated in the practice assessment document for this level.
- LO2** Evaluate the service environment in relation to interprofessional working and person-centred service delivery.
- LO3** Identify and evaluate the relevant contemporary policy drivers for promoting collaborative practice and person-centred service improvement in the placement setting.
- LO4** Reflect on your learning through your placement experience using the interprofessional capability framework, identifying key areas in your personal and professional development in relation to collaborative working in practice.

Level 6 Practice Learning 4

- **Module aim**

This practice learning experience gives the student the opportunity to make the first steps in the transition from student to practitioner. To enable the student to develop into independent practitioners, fit for practice, this placement will provide them with the opportunity to engage in practice with the support of the practice educator in a range of complex situations with a variety of complex issues. It will enable them to critically evaluate service delivery and to justify strategies for improving the quality of practice in relation to person-centred service improvement.

- **Module learning outcomes**

By engaging successfully with this module, the student will be able to:

- LO1** Participate in and demonstrate application of, required practice competencies within a placement setting as stated in the practice assessment document for this level.
- LO2** Critically analyse approaches to service delivery in the placement setting.

- LO3** Design and clearly justify a service development plan which will contribute to the development and delivery of a safe and effective service for service users and carers.
- LO4** Critically reflect upon their own performance as a collaborative worker using the interprofessional capability framework, identifying areas of personal and professional development for transition to be an effective collaborative worker in practice.

Complete Module Descriptors can be found towards the end of the Handbook.

Practice learning modules aims - MSc (pre-registration)

Practice Experience 1

- **Module aim**

This practice learning experience will give the students the chance to observe and participate in occupational therapy practice with the close support of a practice educator. It provides the opportunity for students to learn about professional conduct and practice, to explore and develop their personal and professional communication skills and reflective practice and to consider the health and social care context within which they will be working.

- **Module learning outcomes**

- By the end of the practice, with the supervision of their practice educator, the student will be able to:
- Participate in and demonstrate an understanding of, assessments and treatment interventions in that area of practice.
- Demonstrate an awareness of their own communication styles, developing confidence in communicating sensitively with clients and carers. With feedback and support from practice educator, demonstrate growing confidence in communicating both verbally and in written form with occupational therapy colleagues and other members of the multi-professional team.
- Demonstrate an awareness of professional behaviour and safe practice; conduct themselves in a professional manner at all time, showing insight into their own abilities.
- Utilise time management techniques and demonstrate a basic understanding of the working policies and practices in the context of their practice site.

Practice Experience 2

- **Module aim**

This practice learning experience will give the student the opportunity to apply and evaluate the occupational therapy process with the support and guidance of a practice educator. The students will use this practice experience to consolidate their practice based and theoretical knowledge about the occupational therapy process and philosophy and begin to articulate professional reasoning behind the practice. The students will be beginning to work more independently and be learning to use supervision as the means of reflection and analysis of their practice and the health and social care frameworks within which they are based.

- **Module learning outcomes**

By the end of the practice the student will be able to:

- Apply and evaluate the occupational therapy process in a client centred way with the support and guidance of their practice educator, demonstrating professional reasoning to justify choice of assessment and treatment intervention.
- Communicate with clients and carers appropriately and sensitively and with the support of the practice educator be able to produce written and verbal reports for other members of the interprofessional staff team.
- Behave in a professional and safe manner at all times, showing self-motivation and insight into their level of abilities. With the support of their practice educator, demonstrate an understanding of professional ethics and boundaries.
- Use and evaluate a range of time and caseload management strategies to enable them to begin prioritising their work and learning and with the support of their practice educator and to demonstrate an understanding of the impact of the wider interprofessional and health and social context within which they are working.

Practice Experience 3

- **Module aim**

This practice learning experience will give the student the opportunity to broaden their awareness of the context of health and social care by participating in a non-statutory or emerging area of practice where they may or may not already be an occupational therapist in situ. Students will have support from a facilitator on site

and an occupational therapist off-site - either from a related field of practice or from the university

The students will develop their professional skills as they would in any practice setting but in addition they will also develop and implement an occupation-based intervention appropriate to the setting and service user group with the support of the facilitator.

- **Module learning outcomes**

By the end of the practice the student will be able to:

- Identify a role for occupational therapy within the setting / service. Devise, apply and evaluate an occupation based intervention relevant to service and setting in consultation with service users and providers.
- Communicate with service users and other professionals appropriately and sensitively. With the support of the practice facilitator, be able to produce written and verbal reports for other members of the interprofessional staff team where appropriate.
- Behave in a professional and safe manner at all times, showing self-motivation and insight into their level of abilities. With the support of their practice facilitator, demonstrate an understanding of professional ethics and boundaries.

Practice Experience 4

- **Module aim**

This practice learning experience gives students the opportunity to make the first steps in the transition from student to newly qualified practitioner. To enable the students to develop into independent practitioners, fit for practice, this practice experience will provide them with the opportunity to engage in practice in a range of complex situations and with a variety of complex issues with the support of their practice educator. They will be expected to use reflection to review and develop their practice, to work in a client-centred way and to integrate their knowledge and experience from the three years of the course to critically appraise their own and current occupational therapy practice.

- **Module learning outcomes**

By the end of the module students will be able to:

- Apply, appraise and evaluate the use of the occupational therapy process in the practice area, including carrying out and planning independently a range of both assessments and treatment sessions.
- Communicate effectively, appropriately and sensitively with service users and carers, occupational therapy colleagues and other professionals and produce accurate and concise written and verbal reports.
- Behave in a professional and safe manner at all times, showing insight into their own abilities and learning needs and using reflective practice to develop and synthesise their practice experience.
- Employ useful management strategies in prioritising their workload and learning needs in the context of interprofessional working and critically appraise the impact of policy and change in health & social care.

Placement procedures - General

Pre-placement

Preparation for Practice Learning

Prior to the practice learning experience, the student is required to engage in practice placement preparation sessions at the university that covers **mandatory** requirements and individual learning needs, personal responsibilities and expectations pre-placement. These sessions are intended to prepare the student for the forthcoming practice learning experience and ensure that the student fulfils their personal obligations prior to practice. These include: supervision and learning contracts, assessment handbook, minimum competency levels for practice placement, reflective practice, clinical reasoning and professionalism.

The students will also have practice skills sessions which may include assessing and fitting equipment, note writing, listening skills, assessing feeding and interviewing skills.

Students will also receive mandatory training⁴ in:

1. Basic life support
2. Moving and handling
3. Fire safety
4. Student and patient safety
5. Equality, diversity and human rights
6. Infection control
7. Information governance.

Students who do not attend the mandatory⁵ sessions will not be able to go out on placement until this is completed.

Contact from student

Students are advised that they must send a CV to their placement educator and phone them to arrange a pre-placement visit where this is practical. This visit is an opportunity to give the student any pre-placement information or reading that may assist them with their learning experience on placement. It is also a chance for the educator to outline the normal working week to the student so that they can make any arrangements for travel and child care. It is the expectation of the university that

⁴ PBL students do not undertake mandatory training through the university, this is provided through their employing organisations along with their immunisations as identified in their secondment / sponsorship agreement.

⁵ Ibid

placements work an average 37½ hour week but it is explained to students that there are variations on this. Similarly, student study time should be negotiated within the week so that they have a ½ day per week, on a full time placement, at your mutual convenience. This can be calculated accordingly for those students on part time placements.

During placement

Induction

The Health Care Professions Council Standards of Education expect placement induction processes to indicate how students will be told about risks and safety issues on placement. It is also common practice for a placement resource file to be available to students providing essential information pertinent to the placement. If educators have any queries about what should be in this file please contact either your placement co-ordinator on site or one of the university placement team who can advise on this. It is good practice for evidence to be provided that students have received this induction information, for example, a signed record.

An example of a check-list is given below:

Practice Education Induction Checklist

(not in order of priority)

Please tick (✓)

access to patients/clients notes	
bleep/pager system	
CPD negotiation	
canteen facilities	
crash call procedure	
data collection	
departmental administration e.g. ordering stock	
departmental routine e.g. break & lunch times	
dress code	
hours book	
fire procedure	
health and safety policy	
library facilities	
locker facilities	
occupational therapy policies and procedures	
patient/client records	

personal facilities	
placement assessment time	
placement details - address, telephone	
procedures for reclaiming money/travel expenses	
Programme	
reference books/material	
regular meetings	
risk assessment	
security e.g. keys, building access	
supervision times	
tea and coffee facilities	
telephone system	
trust/social services policies and procedures	
weekly routine e.g. start and finish times	

Risk assessment

The educator should undertake a risk assessment of students just as you would a new member of your department/ team. Students should be able to provide the educator with information of their studies at University and details of the content of their practice placement education preparation sessions. The educator should consider where relevant the student's level of manual handling training and any need for resuscitation training and implement this where necessary or adapt the placement experience accordingly. Students are encouraged to disclose anything which may affect their ability to carry out the requirements of placement; whether the issues are physical or mental health ones or personal circumstances. There are risk assessment forms in the appendices.

Students may not give permission for personal and sensitive information to be disclosed either to the placement provider from the University or vice versa. In these situations, it is important to note that confidentiality can only be breached where the student, staff or service users could be at severe risk or where the issues relating to the student are having a severe impact on the viability of the placement. If the educator is made aware of confidential information then it is advisable that they follow the procedures of their own organisation unless they have permission to disclose to the University from the student.

Supervision

It is a requirement of the College of Occupational Therapists that all students receive a minimum of one hour formal supervision per week (or the equivalent of 1 hour every 5 days if a part time placement). Timetabling this at the start of the placement for a set time each week will assist you both in planning for this.

Writing a short supervision contract which outlines the boundaries, scope, expectations and style of supervision may help both parties.

During supervision sessions students should be given feedback on their practice and any issues dealt with as they arise. Students should be encouraged to use supervision as a way of applying and refining their reflective skills.

It is the student's responsibility to make sure that sessions are recorded accurately, weekly hours recorded and signed by both parties. It is advisable for educators to check these supervision records and add to or amend as necessary prior to signing them off. This documentation is evidence of the content of the supervision sessions, educator feedback and concerns and action plans that arise from this. It is important that the supervision records are an accurate reflections of this.

University practice liaison tutor visit

Students are responsible for contacting their university practice liaison tutor within two weeks of the start of the placement to arrange a visit at approximately halfway. This should be at a mutually agreed time. The visit usually lasts about one hour and involves the placement tutor seeing both you and the student. We are required to see the student alone for some part of the visit but otherwise it can be arranged at your convenience. If there is further need for a visit, this can again be arranged.

Contact details for all placement staff are available on the OT Placement website <https://www3.shu.ac.uk/HWB/placements/OccupationalTherapy/index.html>.

The OT Placement admin office (0114 225 2553) will be able to get hold of a member of the team if you need to contact a placement tutor urgently.

Study time and placement hours⁶⁷

Students should be given a half-day per full week study time which is included in their overall placement hours. Sometimes the student may wish to negotiate having one day a week off every alternate week (particularly if they are living away for the placement or travelling a long way to the placement). You can negotiate this, if it is convenient. Similarly, the time and day should be mutually agreed, where there is flexibility, given the requirements of the placement and the service.

On the placement request forms sent out to educators from the university, they are asked to state their usual working hours. Sometimes a student may request to change these hours because of personal circumstances. This should always be negotiated with the educator, the student and the university practice liaison tutors before an agreement is reached. In some areas this flexibility is not a problem but in others it may mean that the student would miss crucial parts of their practice experience and it cannot be agreed. The practice education module tutors at the university need to be aware of the hours that the student is on the placement and to monitor this across the three placements for the students.

Placement hours

Study time is included in the placement hours. Time taken for interviews, lunch breaks, bank holidays and sick or compassionate leave is not included. Placement time missed due to not being able to get to placement due to bad weather is also not included. However, the educator has discretion in setting work for the student to undertake during this time which could count towards placement hours.

Absence due to illness⁸

Students should inform their placement educator by phone on the morning of their first day of absence due to illness. In line with professional working practice, failure to do this would be viewed as a serious issue and dealt with accordingly. Students have a responsibility to their placement educator and the service of which they are a part when they are on placement. **Students should also telephone the University Placements Absence Line on 0114 225 5446 and follow the prompts.**

A student absent for more than 3 days should bring a self-certificate form when they return. This should be given to their placement educator and a copy sent to the

⁶ MSc (pre-registration) students don't get a half-day study time on the part-time placements, only on the final full-time one.

⁷ BSc (Hons) PBL students don't have study time on their part-time placements.

⁸ BSc (Hons) PBL students must also notify their line manager of any absences.

university practice placement tutors. This form is available on the Blackboard site under academic regulations and student policies.

A student absent for more than 5 days (or 7 days if including weekend), should have a medical certificate from their GP when they return. This should be given to their placement educator and a copy sent to the university practice placement tutors.

The university practice liaison tutors should be informed as soon as possible when a student feels their illness is likely to make them absent from placement for more than 5 days.

After a lengthy period of absence due to illness, the university has the right to require the student to obtain occupational health clearance stating that they are fit to return to placement. Placement providers similarly, if they have concerns about a student's health may require a student to attend their Occupational Health departments to confirm their fitness to return to placement.

Students who have a period of absence due to illness prior to their placement may also be required to obtain occupational health clearance stating that they are fit to start their placement.

Record of Placement Attendance

The Record of Placement Attendance is an electronic form produced in MS[®] Excel[®]. The student needs to record their dates (including whole days due to study leave), hours and absences using the Record of Placement Attendance.

The form can be found on the Student Information page of the Occupational Therapy website (<https://www3.shu.ac.uk/HWB/placements/OccupationalTherapy/student.html>) under the collapsible box entitled Placement Hours Calculator.

The form needs to be copied by the student to their own electronic files and used to record their hours for each day of their placement including any absences and whole days due to study leave. Study days and/or absences need to be recorded using only the codes given in the notes in **Section C** of the electronic form.

C. Complete this table at the end of your placement to record the number of theory/reflection hours attended for each shift. The information should match that recorded in your booklet and signed off by your mentor/assessor.

Please record date of shift as dd/mm/yy (e.g. 19/08/16), record hours and minutes attended for each shift (e.g. 7 hours and 30 minutes)
 If a rostered shift is missed due to sickness the letter S should be typed in the hours column, provided that the sickness policy was complied with, otherwise an A (for absent) should be inserted. Please use one of the following codes to record other absences:
 BH (Bank Holiday), SL (Special Leave), CL (Compassionate Leave), DO (Day Off),
 NCP (Not Cleared for Placement - Mandatory Training, DBS or OH issues).

	Week 1			Week 2			Week 3			Week 4		
	Date of Shift	Hours Worked		Date of Shift	Hours Worked		Date of Shift	Hours Worked		Date of Shift	Hours Worked	
		Hours	Minutes		Hours	Minutes		Hours	Minutes		Hours	Minutes
Monday												
Tuesday												

If the student needs to apply any of the codes shown in the above extract of the Record of Placement Attendance form to their Hours Worked, a code should only go in the Hours cell adjacent to the day it applies to; the Minutes cell should remain blank.

Please note, any Special Leave (**SL**) or Compassionate Leave (**CL**) should be agreed by the link tutor alongside the student support officer or course management team (placement or course lead) and report through the usual absence report process (i.e. via the Absence Line 0114 225 5446). If the student has been granted Special Leave/Compassionate Leave they must keep a hardcopy of the approval so that it can be handed to their Practice Educator along with a hardcopy of your completed Record of Placement Attendance at the end of the student's placement; as confirmation of their hours.

The Record of Placement Attendance form automatically calculates both the total hours worked each week and the total hours attended over the placement.

On completion of the placement, the student needs to print out their completed Record of Placement Attendance and hand it to their Practice Educator so that they can confirm and record the student's total placement hours on the Assessment Form in the Assessment Booklet. Once the Practice Educator has confirmed and recorded the student's hours on the Assessment Form and signed it, the student shall attach their completed Record of Placement Attendance to an e-mail and send it to HWB-AHPTimesheets-mb@exchange.shu.ac.uk for recording.

The completed Assessment Booklet needs to go to the Module Lead.

A. Please complete the following details

Student Name:

Student Number:

Course Name:

Placement Provider:

A hardcopy of your completed Record of Placement Attendance needs to be printed and handed to your Practice Educator so that they can confirm and record your placement hours on the Assessment Form in your Assessment Booklet.

Please submit this form electronically to HWB-AHPTimesheets-mb@exchange.shu.ac.uk and the Assessment Booklet to the module lead.

B. The total hours box will update automatically (please go to section C)

Total Placement Hours Attended: Hours

C. Complete this table at the end of your placement to record the number of theory/reflection hours attended for each shift. The information should match that recorded in your booklet and signed off by your mentor/assessor.

Please record date of shift as dd/mm/yy (e.g. 19/08/16), record hours and minutes attended for each shift (e.g. 7 hours and 30 minutes). If a rostered shift is missed due to sickness the letter S should be typed in the hours column, provided that the sickness policy was complied with, otherwise an A (for absent) should be inserted. Please use one of the following codes to record other absences: BH (Bank Holiday), SL (Special Leave), CL (Compassionate Leave), DO (Day Off), NCP (Not Cleared for Placement - Mandatory Training, DBS or OH issues).

	Week 1			Week 2			Week 3			Week 4		
	Date of Shift	Hours Worked		Date of Shift	Hours Worked		Date of Shift	Hours Worked		Date of Shift	Hours Worked	
		Hours	Minutes		Hours	Minutes		Hours	Minutes		Hours	Minutes
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Weekly Total		Hours: 0.00			Hours: 0.00			Hours: 0.00			Hours: 0.00	

	Week 5			Week 6			Week 7			Week 8		
	Date of Shift	Hours Worked		Date of Shift	Hours Worked		Date of Shift	Hours Worked		Date of Shift	Hours Worked	
		Hours	Minutes		Hours	Minutes		Hours	Minutes		Hours	Minutes
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Weekly Total		Hours: 0.00			Hours: 0.00			Hours: 0.00			Hours: 0.00	

	Week 9			Week 10			Week 11			Week 12		
	Date of Shift	Hours Worked		Date of Shift	Hours Worked		Date of Shift	Hours Worked		Date of Shift	Hours Worked	
		Hours	Minutes		Hours	Minutes		Hours	Minutes		Hours	Minutes
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Weekly Total		Hours: 0.00			Hours: 0.00			Hours: 0.00			Hours: 0.00	

	Week 13		
	Date of Shift	Hours Worked	
		Hours	Minutes
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
Weekly Total		Hours: 0.00	

A hardcopy of your completed Record of Placement Attendance needs to be printed and handed to your Practice Educator so that they can confirm and record your placement hours on the Assessment Form in your Assessment Booklet.

Please submit this form electronically to HWB-AHPTimesheets-mb@exchange.shu.ac.uk and the Assessment Booklet to the Module Lead.

Pregnancy

Students may go on placement when pregnant. A risk assessment will be undertaken between the university and the placement provider. Local work-based regulations will apply as to how far into the pregnancy a student may continue to attend; any illness during the placement will be considered in the light of such procedures.

Travel and accommodation costs

Students who receive a bursary are entitled to claim back travel to and from a placement, if that is a greater distance than they would normally travel to university. They may also claim back for any travel they undertake as part of the placement, again, if they have a bursary. If students do not receive a bursary, they cannot claim back travel costs from the Department of Health. If the placement provider has a petty cash system themselves, they may be able to reimburse the student for any travel which they undertake as part of the placement. Students do not need to be reimbursed if they receive a bursary. Similarly, if the student is in receipt of a bursary they may claim back accommodation costs. All costs are claimed retrospectively.

Further information is available on the NHS bursary website accessible on <http://www.nhsbsa.nhs.uk>.

When allocating placements, the OT placement officer and the university practice placement module tutors try to take these factors into account and not place non-bursaried students in placements where they will incur such costs but **this cannot always be guaranteed**. Information from placement providers about the need for a car on that particular placement and accommodation availability is asked for in advance on the placement request form.

PBL Students

PBL students **do not** receive a bursary and therefore they cannot claim back travel costs from the Department of Health. If the placement provider has a petty cash system themselves, they may be able to reimburse the student for any travel which they undertake as part of the placement. Where a student carries out duties for a placement organisation using their own car the placement should look to reimburse the student.

Support for students with disabilities, including dyslexia, and practice learning

Any student with a disability is referred, usually via the Disability Coordinator, to Student Support Services for an assessment of learning needs. The disability team draw up a learning contract, in conjunction with the student, which is then sent to the course team for implementation.

Students with disabilities receive on-going support from their academic advisors, the Disability Coordinator and the disability team, but are nevertheless still required to develop self-reliance as the course progresses and to attain the level of skills and competence to practise as an autonomous practitioner and to the level required to meet the [HCPC Standards of Proficiency](#).

Practice educators should adhere to guidelines for accommodating students with disabilities. When health problems are disclosed by the student, appropriate arrangements are made by practice tutors, educators and the student to enable the student to participate in practice and fulfil the requirements of the placement and the assessment.

The central disability team supports course tutors and student support officers by providing guidance on the interpretation of the Equality Act and appropriate accommodation and support mechanisms.

It is the university tutor's role to facilitate the placement and make provision for any additional support needed. Once the placement has been allocated, the liaison tutor and the student should meet prior to the placement to discuss the support required and a Practice Placement Agreement completed and signed by the student, placement educator and the liaison tutor. The process for supporting students with learning contracts follows.

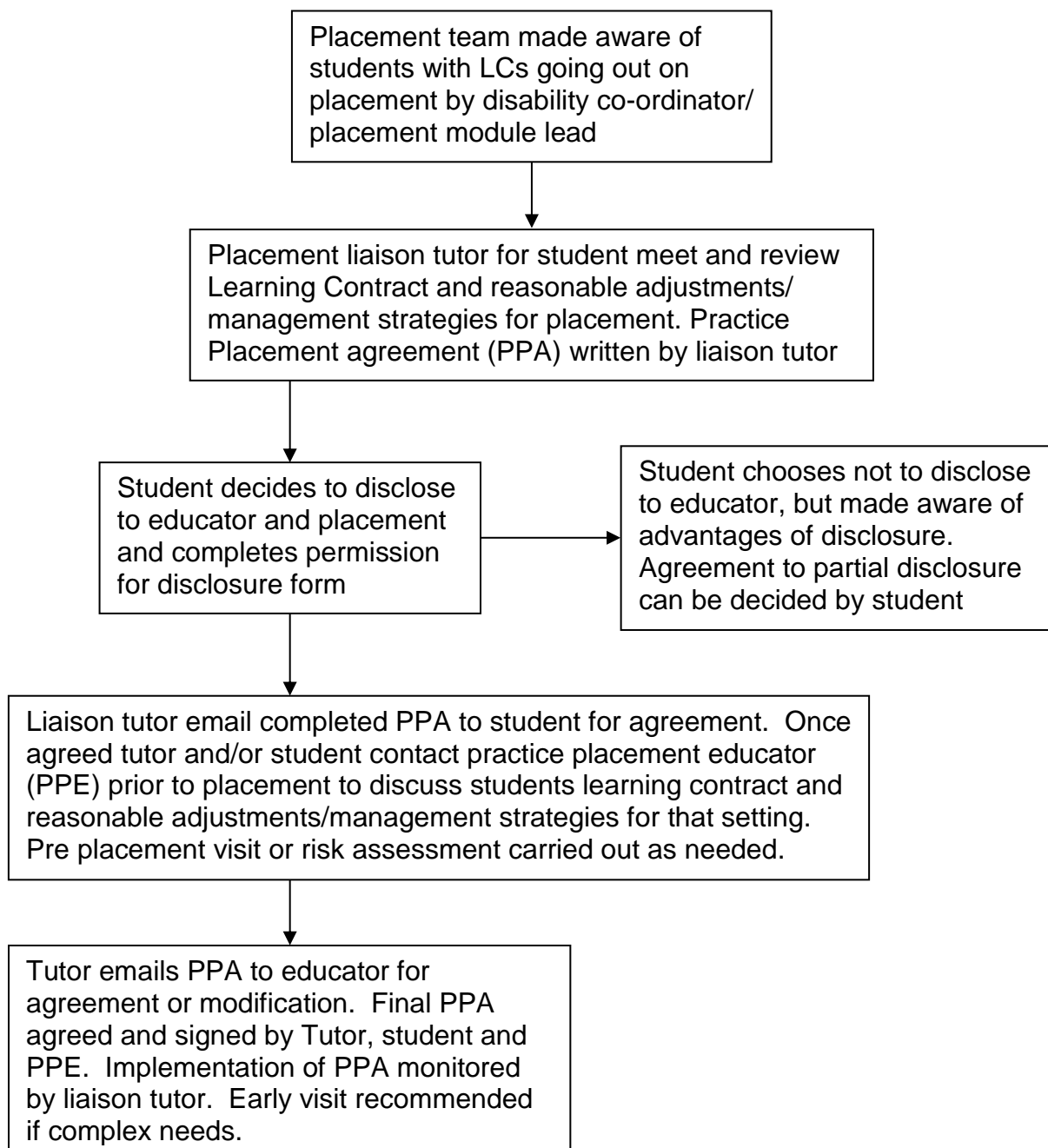
If the student has a physical or mental health disability and chooses not to disclose this information to their practice placement educator, they will not receive the practical support to which they may be entitled. It may also be difficult to make the appropriate reasonable adjustments within the workplace to meet their specific needs.

As a future NHS staff member, it is important that students practice within the legal and ethical boundaries of the profession, regardless of disability, in order to safeguard theirs and the client's wellbeing.

If the student does have any questions regarding their rights to disclose or any general questions on what the University is able to provide to make reasonable adjustments, then please feel free to call; Student Academic Services on 0114 225 2491, for a confidential conversation.

Sheffield Hallam University strives to provide the services and equipment to all students to ensure a successful academic career.

Process for students with Learning Contracts (LCs) on placement



Practice Placement Agreement

Name of student:

Name of placement provider:

Dates of placement:

Hours of work:

Placement base:

Placement Educator:

The following adjustments will be made for the duration of your placement:

Adjustment	Provider / funder of adjustment
-------------------	--

The placement tutor will pay a monitoring visit by arrangement with the placement supervisor

SignedPlacement Tutor **Date**.....

I agree to notify my supervisor if for any reason I am unable to attend my work placement and to inform my practice placement tutor of any difficulties with the placement or any other problem that adversely affects my work.

SignedStudent **Date**.....

I agree to provide.....with an induction to his / her placement covering health, safety and welfare arrangements whilst on placement. I will provide regular supervision and will contact..... Practice placement tutor if any problems arise with the placement or the student. I will provide the placement tutor with feedback on progress on request.

SignedPlacement Educator **Date**.....

Communication with the university

The contact numbers and e-mail addresses for the placement team are included on your letter confirming the placement. If you need to contact a member of staff urgently and they are not in their office you can do so by calling the Faculty office and they can contact us on mobiles. The Faculty office phone number is also included on the letter.

There is a Sheffield Hallam University Occupational Therapy Placement website which can be accessed on:

<http://www3.shu.ac.uk/HWB/placements/OccupationalTherapy/index.html>.

The site contains all the information included in this handbook, staff contact details, assessment information, policies and procedures, useful web-sites, CPD and accreditation information. This site will be updated regularly.

The University practice liaison tutors run a series of **workshops** throughout the year on issues and topics related to practice placement education. Please contact your placement co-ordinator or the placement team at the University for details of the current programme. Attendances at these workshops give you the opportunity to feedback and reflect on your experience as a practice educator and to debate and discuss current issues in practice education. Attendance at these workshops can be used as evidence in your CPD portfolio.

Policies and procedures

Students on placement will be expected to follow the policies and procedures of the Trust or service provider where they are on placement. If there are none in place for the following areas, then students will be expected to follow the SHU placement policies and procedures.

The following link to the SHU OT practice placement website will give you the up to date SHU Faculty of Health and Wellbeing policies and procedures that apply to occupational therapy students on placement:

<http://www3.shu.ac.uk/HWB/placements/OccupationalTherapy/ProfessionalStandards.html>.

These will include but not be limited to the following:

Professional Requirements for Students

- [Requirements](#)
- [Disclosure and Barring Service - Process Map](#)

Student Support/Guidance

- [Accidents or Incidents on Placement - Process Map](#)
- [Accidents or Incidents on Placement - Reporting Form](#)
- [Bare Below Elbow Guidance](#)
- [Consent and Confidentiality Policy](#)
- [Disability Disclosure Document - Information for Students](#)
- [Equal Opportunities guide](#)
- [Flexible Dyslexia Support Flyer - Information for Students](#)
- [Interprofessional Education in Practice Tips](#)
- [Lone Working and Escorting Patients or Clients](#)
- [Professional Unsuitability Policy](#)
- [Religious Equality](#)
- [Seasonal Flu Briefing](#)
- [SHU Social Media Guidelines](#)
- [Social Networking Policy](#)
- [Student Anti-Harassment Policy](#)
- [Travel Claim - Student Guidance notes](#)
- [Vehicle Policy](#)
- [Wearing of Uniforms](#)

Reporting Concerns

- [Concerns about Placement](#)
- [Complaints Procedure](#)
- [Notification of Concerns - Form](#)

Health and Safety

- [Student Placement Health and Safety Guidance](#)
- [Student Placement Health and Safety Policy](#)

If you prefer a hard copy of these policies and procedures, they can be sent to you by the placement admin team on request.

Practice placements and practice educators

Occupational therapy students from Sheffield Hallam University will go on placement over a wide geographical area. Most of the placement providers for our students are in the Yorkshire and Humber and the East Midlands Strategic Health Authorities' areas. This includes Sheffield and the surrounding areas, e.g. Barnsley, Rotherham, Doncaster, Chesterfield or further afield in Nottingham, Lincolnshire and Leeds. These placements can be in a variety of Health and Social Care settings including the voluntary sector.

Most of the Practice Placement Educators used by Sheffield Hallam University for OT students will be accredited or undergoing accreditation through the College of Occupational Therapists (COT) APPLE scheme or the Local Practice Educators Training (LPET). Further details of the dual accreditation schemes are available on the placement website:

<https://www3.shu.ac.uk/HWB/placements/OccupationalTherapy/educator.html>

Accreditation of Practice Placement Educators (APPLE)

The APPLE scheme is a national scheme for qualified occupational therapists and other health and social care professionals involved in the education of occupational therapy students.

Sheffield Hallam University runs, in conjunction with the University of Derby, a minimum of three Accreditation of Practice Placement Educators (APPLE) courses a year. Each year, 120-150 future educators will attend these courses.

When a Practice Placement Educator has successfully completed their assessment for accreditation, the relevant Higher Education Institution (usually the one from which the placement student is from) will recognise their status and forward their entry to the College of Occupational Therapist's national register of Accredited Practice Placement Educators (APPLE register).

APPLE Course Details

- **Aim**

This course aims to explore the challenges and consequences both personally and professionally of supervising Occupational Therapy students in the practice placement setting. The course is designed incorporating student-centred and distance learning with two study days. The aim is to introduce the course participant to the concept of student education within the practice placement setting. Aspects of teaching and learning theories and assessment procedures will be explored through guided discussion and practical workshops.

- **Learning Outcomes**

The Practice Placement Educator should provide evidence that she/he is able to:

1. Describe the role and identify the attributes of an effective Practice Placement Educator
2. Apply learning theories that are appropriate for adult and professional learners
3. Plan, implement and facilitate learning in the practice placement setting.
4. Apply sound principles and judgement in the assessment of performance in the practice placement setting
5. Evaluate the learning experience
6. Reflect on experience and formulate action plans to improve future practice.

- **Assessment**

Assessment will be on a pass or fail basis showing that the above learning outcomes have been met, through a written assignment or presentation.

- **Accreditation Process**

- **Pre Course**

- Normally will be an occupational therapist
- Normally have practised as an occupational therapist for a minimum of 12 months
- Normally have been in post for 3 months prior to taking a student on placement in that setting
- **Have completed the learning styles questionnaires prior to attending the two day course**
- Have indicated on application form when you would be able to offer a student placement to either a Derby or Sheffield student.

NB. If there is a placement co-ordinator within the organisation you work for, please ensure you liaise with them regarding this.

- Identify a mentor/experienced practice placement educator within the workplace setting to offer support/guidance/supervision to you when taking first student.
 - Read COT web pages on APPLE accreditation scheme including APPLE Framework and Guidance, particularly focusing on the Programme Route to accreditation sections.
- **Course**
Attend and actively participate on both days of 2 day taught programme.
- **Providing a Practice Placement**
 - Active involvement in student practice placement education for a minimum of 6 weeks
 - Devise a practice placement education programme including induction.
 - Provide weekly supervision
 - Complete assessment of student at half way and end of placement
 - Liaise with mentor/experienced practice placement educator
 - Have tutorial as required by practice liaison tutor from OT Degree programme (by phone, e-mail or as part of tutor visit to the student).
- **End of Placement**
Undertake self-directed study in order to complete assessed piece of work (that demonstrates you have met the learning outcomes), and submit to student's visiting practice liaison tutor. This work should be accompanied by an APPLE Programme Route cover sheet which can be downloaded from the COT website. Successful demonstration of meeting the learning outcomes will result in you becoming accredited under the COT APPLE scheme, being entered onto the National COT register of accredited educators and receiving a nationally recognised COT certificate. Work should adhere to guidelines on referencing and plagiarism provided on the taught aspect of the course.

- **Maintaining accreditation**

Entry on to the APPLE register will be for a concurrent five year period, at the end of which it will be the responsibility of the Practice Placement Educator to demonstrate their continuing competence through the completion of a short form which details their involvement with students' education or through a viva voce with their liaison tutor. Details of these can be found on the COT website or on the SHU OT Placements website. This would normally include the supervision and assessment of **at least one student per year** unless their role in the education of students involved a different function e.g. a practice placement co-ordinator, or, there were extenuating circumstances that prevented him/her from regularly taking a student e.g. leave of absence. The form will also require details of any student related CPD activities e.g. workshops or placement meetings attended, articles read.

Although it will be the responsibility of the accredited Practice Placement Educator to demonstrate that they still meet the six learning outcomes at the end of the five year period, the COT will provide a recall process six months before the registration period ceases to be valid. The Practice Placement Educator should contact one of the universities to arrange for reassessment of whether they have continued to meet the six learning outcomes. If you have moved to a different geographical area please contact your local university and inform COT.

Should either university become aware that an accredited educator is failing or finding it difficult to meet the APPLE learning outcomes during their five year registration period, the university will work with the Practice Placement Educator to suggest strategies for improvement. They may invite the Practice Placement Educator to resubmit an updated piece of work or attend a short course.

Should an accredited member be found guilty of professional misconduct by the Health Professions Council, their accredited status will be withdrawn and their name removed from the APPLE register.

Appendices

BSc (Hons) Module Descriptors

Personal Professional Development 1

Practice Placement Learning - 2a

Practice Placement Learning - 2b

Practice Placement Learning - 3

BSc (Hons) PBL Module Descriptors

Practice Learning PL1

Practice Learning PL2

Practice Learning PL3

Practice Learning PL4

MSc (pre-registration) Practice Experience PE3

Practice Experience PE3 - Presentation guide

Practice Experience PE3 - Feedback

Practice Experience PE3 - Project / Intervention Description

Cause for Concern

Consent form for simulation of practice, including role play and practical procedures (Draft)

BSc (Hons) Module Descriptors

MODULE DESCRIPTOR

TITLE	Personal Professional Development 1
SI MODULE CODE	
CREDITS	20
LEVEL	4
JACS CODE	B920
SUBJECT GROUP	Occupational Therapy & Vocational Rehabilitation
DEPARTMENT	AHP
MODULE LEADER	Emma Taylor and Tina Guilford

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
60 (36 hours of this is for placement learning preparation and debrief)		140	200
	225		225

*to be used for Key Information Sets - see Module Descriptor guidance notes

MODULE AIM

The module will help you develop an understanding of the purpose of continuing professional development (CPD), practice learning, and how this relates to you as a developing practitioner, your service users and the profession as a whole. It will introduce you to processes that can be used to identify and address your development needs by drawing on your learning from other modules and practice learning.

MODULE LEARNING OUTCOMES

By engaging successfully with this module you will be able to

- LO1 demonstrate application of the required practice competencies within a placement setting as stated in the practice assessment document for this level
- LO2 describe the skills required of an occupational therapist and reflect on your development of these
- LO3 identify the required professional behaviours of an occupational therapist and reflect on your development of these
- LO4 describe relevant influences on the profession and how these impacts on practice

INDICATIVE CONTENT

In this module you will experience a range of university based and practice learning opportunities and be introduced to the purpose of personal and professional development. This will be incorporated into the support you will be given in making the transition to being a learner at university. During your studies, you will appreciate the importance of a variety of learning opportunities and this will be explored in depth. You will also start to think about the profession you are entering and begin to practice the skills that are required to become an occupational therapist. This will then inform your on-going learning and development over the duration of your course. Content will be determined by the needs at the time but typically these will be:

- Learning styles and how these are transferable
- The CPD and PDP process and portfolio development
- The wider professional context such as professional bodies
- The implementation of occupational therapy processes
- Organisational arrangements and practices in health and social care environments
- Communication processes, written and verbal
- Risk assessment
- Self-management

- Manual handling as appropriate to the environment
- Understanding of theories, approaches and models of practice as relevant to the practice area
- Relevance of policies relating to practice
- Application of practical skills as relevant to the area
- Teamwork, inter professional and interagency practice
- Supervisory processes and reflection on learning in practice
- Conditions commonly treated by occupational therapists
- Equipment commonly used for therapeutic interventions
- Reflecting on and understanding the therapeutic use of self

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

This module will enable you to integrate theory and practice with regards to your personal and professional development. This will be through both university based and practice placement.

Examples of learning include:

- Formative activities linking learning from other modules with their professional development e.g. skills sharing, action plans, presentations
- Use of academic advisors to support formative tasks and give feedback on these
- Use of feedback (peer, tutor and self) to assist with learning and development
- Related extra-curricular activities
- Mandatory training, e.g. manual handling, basic life support, infection control, fire safety, information governance, equality and diversity and safety
- Practice learning preparation and debrief
- Contribution from service partners

As part of this module, you will undertake practice learning where you will observe and participate in person centred occupational therapy interventions with the support of the Practice Placement Educator. Within this you will be given the opportunity to develop communication skills, professional behaviour and time management techniques. You will begin to use supervision for self evaluation and reflection, and use of theory will be encouraged to aid this development.

Each practice learning experience will be different according to the practice area but will allow you opportunities to engage in practice and demonstrate your capability and competence in the areas to be assessed and build on what you have learned in all modules. Your practice educator will guide and support you in gaining appropriate practice experience.

Practice learning is mainly experiential so you will have the opportunity to observe and participate in practice. Your practice educator will also arrange tutorial support as necessary. You will have weekly supervision to further develop your reflective skills and to review your practice skills.

A university tutor will also be responsible for monitoring your progress through the practice placement.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Practice learning experience (LO1)	PR	P/F		N
2	Complete a portfolio for learning outcomes ,2, 3 and 4 to evidence your learning and development	CW	100%		N

There are two assessment tasks for this module.

Task 1 You will complete a practice learning experience to meet learning outcome 1.

Learning Outcome	Pass level criteria
LO1 Participate in and demonstrate application of required practice competencies within a placement setting as stated in the practice assessment document for this level	You must meet the minimum level of practice competencies as specified in the practice assessment document for this level.

Task 2 You will complete a portfolio profile (you will be given support with this) to show how you have met learning outcomes.2, 3 and 4. This helps you establish at early stage the importance of drawing on a variety of learning opportunities including practice and academic learning to help in your on-going development.

Learning Outcome	Pass level criteria
LO2 Describe the skills required of an occupational therapist	You have described some of the skills required of an occupational therapist. You have related some of these skills to your own experiences.
LO3 Identify the required professional behaviours of an occupational therapist and reflect on your development of these	You have described some required professional behaviours and considered how you have used these in a practical setting.
LO4 Describe relevant influences on the profession and how this impacts on practice	You have identified some relevant influences on the profession and explained how they relate to practice.

Both tasks need to be passed in order to pass the module and progress. There is no right of re-registration for this module because of the practice learning element.

FEEDBACK

You will receive feedback on your performance in the following ways

Formative feedback

On your practice learning experience you will have weekly formal supervision with your named practice educator. Feedback may address any area of your performance and behaviour. Informal feedback is also encouraged on a regular basis. At half-way, your practice educator will give you written feedback on each of the assessment categories identified on the standard assessment form.

Throughout the year, you will also receive regular feedback from academic advisors based on your portfolio development. Tutor and peer feedback will be used throughout the module for formative activities.

Summative feedback

Task 1

You will receive a final written report of your performance on your practice learning experience in relation to the competencies specified in the practice assessment document. It will indicate your strengths, limitations, areas for further development and state whether you have passed or failed (referred) the placement overall.

Task 2

You will receive written feedback on your assignment within the recommended university timeframe. This will include areas of strengths and on-going development needs. On-going development needs should be used as a point of discussion with academic advisors when moving onto the next level.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Resources will vary depending on what is current in practice at the time. Placement experience - resources will differ between placements and you can seek the support of your placement educator to help identify these. Examples of resources include:

AGUILAR Alejandra, STUPANS Ieva, SCUTTER Sheila (2012) Exploring Professionalism: The professional values of Australian Occupational Therapists. *Australian Occupational Therapy Journal* (59) 209-217.

ATWAL Anita, MCINTYRE Anne (2013) Occupational Therapy and Older People. Oxford:Wiley-Blackwell 2nd ed
(particularly useful chapter on assistive devices/equipment and surrounding issues)

CARRIER Annie, LEVASSEUR Melanie, BEDARD Denis, DESROSIERS Johanne (2010) Community occupational therapists' clinical reasoning: Identifying tacit knowledge *Australian Occupational Therapy Journal* (2010) 57, 356–365

COLLEGE OF OCCUPATIONAL THERAPY (2010) Code of Ethics and Professional Conduct (Revised) London: COT

COLLEGE OF OCCUPATIONAL THERAPISTS <http://www.cot.co.uk/>

CORDINGLEY Kevin, RYAN Susan (2009) Occupational therapy risk assessment in forensic mental health practice: an exploration. *The British Journal of Occupational Therapy* (72) 531-538.

CRAIG, C (2009) Study Skills for Health and Social Care Students. London. Sage.

CREEK Jennifer, LOUGHER Lesley (2011) Occupational Therapy and Mental Health. Churchill Livingstone.

CURTAIN Michael, MOLINEUX Matthew, SUPYK-MELLSON Jo-Ann. (2010) Occupational Therapy and Physical Dysfunction. Churchill Livingstone.

DEPARTMENT OF HEALTH (2013) <https://www.gov.uk/government/organisations/department-of-health>

DEPARTMENT OF HEALTH (2013) The NHS Constitution. London. Crown.

FRANCIS Robert (2013). Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry London: Crown Copyright.

GRAY Ivan, FIELD Richard, BROWN Keith (2010) Effective leadership, management and supervision in health and social care, Learning Matters Ltd

HALLAM UNION (2013) Volunteering <http://hallamunion.org/volunteering/>

HARMANA D, CRAIGE SB (2011) Toileting Aids. *European Geriatric Medicine* (2) 314-318

HEALEY Joan, SPENCER Margaret (2008) *Surviving your placement in health and social care*. Maidenhead: Open University Press.

HEALTH AND CARE PROFESSIONS COUNCIL <http://www.hpc-uk.org/>

HEALTH AND CARE PROFESSIONS COUNCIL (2008) *Standards of conduct, performance and ethics*. London: HPC.

HEALTH AND CARE PROFESSIONS COUNCIL (2010) *Guidance on conduct and ethics for students*. London: HPC.

HEALTH AND CARE PROFESSIONS COUNCIL (not dated) *Your guide to our standards for continuing professional development*. London. HCPC.

HEALTH AND SOCIAL CARE ACT (2012) London: HMSO

HEPHERD R (2011) Aids for bathing and showering. *European Geriatric Medicine* (2) 190-193

THE KING'S FUND (2013) <http://www.kingsfund.org.uk/NUNES> Isabel, COWLEY Stephen P, LEGGETT Susan (2001) Manual handling risks associated with the care, treatment and transportation of bariatric (severely obese) clients in Australia. *Work* (39) 477-83.

POLGLASE Tracy and TRESEDER Rachel (2012) *The Occupational Therapy Handbook: Practice Education*. Keswick, M & K Publishing

ROBINSON Allison J, TANCHUK Chelsea J, SULLIVAN Theresa M (2012) Professionalism and occupational therapy: An exploration of faculty and students' perspectives. *The Canadian Journal of Occupational Therapy* 79(5) 275-284

SCHELL Barbara A Boyt, SCHELL John W (2008) *Clinical and professional reasoning in occupational therapy*. Lippincott Williams

SMITH, Jane & MORLEY, Mary (2013) Making supervision and on-going development review a productive experience: an integrated approach. *The British Journal of Occupational Therapy* 76(5) p. 246-248

MODULE DESCRIPTOR

TITLE	Practice Placement Learning - 2a
SI MODULE CODE	
CREDITS	20
LEVEL	5
JACS CODE	
SUBJECT GROUP	<i>Occupational Therapy</i>
DEPARTMENT	<i>AHP</i>
MODULE LEADER	<i>Jude Mitchell</i>

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
28	300		328

*to be used for Key Information Sets ([KIS Appendix 1](#))- see Module Descriptor guidance notes

MODULE AIM

Within this module you will have an opportunity to apply and evaluate occupational therapy processes and philosophy in practice, with the support and guidance of a practice educator.

You will use the placement experience to articulate your clinical reasoning based on previous learning and theoretical knowledge about occupational therapy processes and philosophy whilst beginning to work more independently, learning to use supervision as a forum for reflection and analysis of your practice.

MODULE LEARNING OUTCOMES (up to 4 LOs max)

By engaging successfully with this module you will be able to

- LO1 *Participate in and demonstrate application of required practice competencies within a placement setting as stated in the practice assessment document for this level*
- LO2 *Reflect and evaluate the practice learning that you have done in relation to developing your clinical reasoning*
- LO3 *Evaluate your current practice learning needs from your reflective learning and develop an action plan for your future professional learning and practice*

INDICATIVE CONTENT

Practice learning opportunities are likely to be different for all students but commonly students will engage with:

- Professionalism in practice
- Person-centredness
- Organisational arrangements and practices in health and social care environments
- Communication processes, written and verbal
- Risk assessment, self-management
- Manual handling as appropriate to the environment
- Occupational therapy process
- Clinical reasoning
- Supervision and use of learning contracts
- Reflective learning
- Selected occupational therapy theory, models and strategies

- Conditions commonly treated by occupational therapists
- Equipment commonly used for therapeutic interventions

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Prior to the practice learning experience you will participate in a range of sessions within your other modules which will prepare you for practice. These will cover mandatory requirements and individual learning needs, personal responsibilities and expectations pre-placement. These sessions are intended to prepare you for the forthcoming practice learning experience and ensure that you fulfil your personal obligations prior to practice. These include contacting your practice educator and preparing draft learning objectives prior to the placement.

Each placement learning experience will be different according to the practice area but all placements should allow you opportunities to engage in practice and demonstrate your capability and competence in the areas to be assessed. Your practice educator will guide and support you in gaining appropriate experience.

Placement learning is mainly experiential so you will have the opportunity to observe and participate in practice. Your practice educator will also arrange tutorial support as necessary. You will have weekly supervision to further develop your reflective skills and to review your practice skills.

A university tutor will also be responsible for monitoring your progress through the placement. They will review your progress with you and your educator midway through your placement. You will receive a debriefing session on your return to the university.

ASSESSMENT STRATEGY

Your practice educator will assess the learning outcomes associated with your practice using the standard university assessment form. He/she will observe your practice and discuss your understanding of the reasoning behind your practice. A variety of other means may inform the assessment process, for example, a case study presentation, verbal reporting, report writing, use of reflective diary. Your practice will be assessed and recorded as either a pass or a fail based on learning outcomes.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Practice Placement		pass/fail		No
2	Complete a reflection for your portfolio		100%	1500	No

By engaging successfully with this module you will be able to

Task 1. Complete a practice learning experience to meet learning outcome 1

LO1 Participate in and demonstrate application of required practice competencies within a placement setting as stated in the practice assessment document for this level

Task 2. You will complete a practice folio to show how you have met learning outcomes 2 and 3. This helps you to articulate your understanding and justification of the clinical reasoning used on your placement. This will be developed further in OT3. You will also continue to draw on your reflective

learning gained from your practice learning experience to help with your on-going development. You will given support with structuring your reflection

LO2 reflect and evaluate the practice learning that you have done in relation to developing your clinical reasoning

LO3 from your reflective learning, evaluate your current practice learning needs and develop an action plan for your future professional learning and practice

FEEDBACK

You will receive feedback on your performance in the following ways

Formative feedback

You will have weekly formal supervision with your named practice educator. At this time you will receive formative feedback on your learning using your own learning objectives and the standard university assessment form as points of reference. Feedback, however, may address any area of your performance and behaviour. Informal feedback is also encouraged on a daily basis. At half-way, your practice educator will give you written feedback on each of the assessment categories identified on the standard assessment form.

Summative feedback

Task 1

A final written report of your performance in relation to the standard university assessment form will be given to you during the last week of your placement. It will indicate your strengths, limitations, areas for further development and state whether you have passed or failed the placement overall.

Task 2

You will receive written feedback on your reflection within the recommended university time frame. This will included areas of strength and on-going development needs.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Learning resources will vary according to the practice placement. The Practice Educator will be responsible for identifying appropriate resources; however the following references may be useful.

CARRIER Annie, LEVASSEUR Melanie, BEDARD Denis, DESROSIERS Johanne (2010) Community occupational therapists' clinical reasoning: Identifying tacit knowledge
Australian Occupational Therapy Journal (2010) 57, 356–365

COLLEGE OF OCCUPATIONAL THERAPY (2010) Code of Ethics and Professional Conduct
(Revised) London: COT

FRANCIS Robert (2013). Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry
London: Crown Copyright.

HEALEY Joan, Spencer Margaret (2008) Surviving your placement in health and social care.
Maidenhead: Open University Press.

GRAY Ivan, FIELD Richard, BROWN Keith (2010) Effective leadership, management and supervision
in health and social care, Learning Matters Ltd

HEALTH AND SOCIAL CARE ACT (2012) London: HMSO

HEALTH AND CARE PROFESSIONS COUNCIL (2008) Standards of conduct, performance and ethics. London: HPC.

HEALTH AND CARE PROFESSIONS COUNCIL (2010) Guidance on conduct and ethics for students. London: HPC.

POLGLASE Tracy and TRESEDER Rachel (2012) The Occupational Therapy Handbook: Practice Education. Keswick, M & K Publishing

SCHELL Barbara A Boyt, SCHELL John W (2008) Clinical and professional reasoning in occupational therapy Lippincott Williams

MODULE DESCRIPTOR

TITLE	Practice Placement Learning 2b
SI MODULE CODE	
CREDITS	20
LEVEL	5
JACS CODE	
SUBJECT GROUP	<i>Occupational Therapy</i>
DEPARTMENT	<i>AHP</i>
MODULE LEADER	<i>Shirley Masterson?</i>

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours

*to be used for Key Information Sets ([KIS Appendix 1](#))- see Module Descriptor guidance notes

MODULE AIM

This practice learning experience will give you the opportunity to broaden your awareness of the context of health and social care by participating in a non-statutory or emerging area of practice where there may or may not already be an occupational therapist in situ. You will go in pairs to non-traditional practice sites and will have support from a supervisor on site and an occupational therapist off-site - either from a related field of practice or from the university. You will develop your professional skills as you would in any practice setting but in addition you will also develop and implement an occupation - based intervention appropriate to the setting and service user group with the support of the supervisor.

MODULE LEARNING OUTCOMES (up to 4 LOs max)

By engaging successfully with this module you will be able to

- L01 Participate in and demonstrate application of required practice competencies within a placement setting as stated in the practice assessment document for this level*
- L02 Reflect and evaluate the practice learning that you have gained in relation to implementing an occupation-based intervention in your placement setting*
- L03 From your reflective learning, evaluate your current practice learning needs and develop an action plan for your future professional learning and practice*

INDICATIVE CONTENT

Practice learning opportunities are likely to be different for all students but commonly students will engage with:

- Engaging service user
- Project management
- Peer learning
- Community engagement strategies
- Organisational arrangements and practices in voluntary sector / non traditional environments
- Communication processes, written and verbal
- Risk assessment, self-management
- Supervision and use of learning contracts
- using group supervision
- Reflective learning

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Prior to the practice learning experience you will be required to engage in practice placement preparation sessions at the university that will cover mandatory requirements and individual learning needs, personal responsibilities and expectations pre-placement. These sessions are intended to prepare you for the forthcoming practice learning experience and ensure that you fulfil your personal obligations prior to practice. These include contacting your practice educator and preparing draft learning objectives prior to the placement.

Each placement learning experience will be different according to the practice area but all placements should allow you opportunities to engage in practice and demonstrate your capability and competence in the areas to be assessed. Your practice educator will guide and support you in gaining appropriate experience.

The 'OT3' module which runs alongside this experience will support your practice with theoretical discussion, reading and debate around future occupational therapy practice in new and emerging areas .

You will receive weekly supervision from your on-site supervisor and alternate week supervision from your long-arm supervisor and group supervision at university. Group supervision will be used to develop a cooperative approach to developing your reflective practice skills.

A university tutor will also be responsible for monitoring your progress through the placement. They will review your progress with you and your educator midway through your placement. You will receive a debriefing session on your return to the university.

ASSESSMENT STRATEGY

Your on-site supervisor, in consultation with the long-arm supervisor and the university tutor will assess your competence using the standard assessment form. You will also present your project and evaluate your work to the service users and service providers. You will also be expected to include the theoretical context of your t your project when you present it back at the university for which you will receive formative feedback.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Practice Placement		pass/fail		No
2	Complete a reflection on your placement learning for your portfolio		100%	1500	No

By engaging successfully with this module you will be able to:

Task 1.

Complete a practice learning experience to meet learning outcome 1

LO1 Participate in and demonstrate application of required practice competencies within a placement setting as stated in the practice assessment document for this level

Task 2.

You will complete a reflection for your portfolio to show how you have met learning outcomes 2 and 3. This helps you to articulate your learning gained from implementing an occupation-based intervention in your placement setting. This will be developed further in OT3. You will also begin to consolidate drawing on your reflective learning gained from your practice learning experience to help with your on-going development.

- LO2 Reflect and evaluate the practice learning that you have gained in relation to implementing an occupation-based intervention in your placement setting
- LO3 From your reflective learning, evaluate your current practice learning needs and develop an action plan for your future professional learning and practice

FEEDBACK

You will receive feedback in the following ways

Formative feedback

Task 1

Formative feedback

You will have weekly formal supervision with your named practice educator. At this time you will receive formative feedback on your learning using your own learning objectives and the standard university assessment form as points of reference. Feedback, however, may address any area of your performance and behaviour. Informal feedback is also encouraged on a daily basis. At half-way, your practice educator will give you written feedback on each of the assessment categories identified on the standard assessment form.

Summative feedback

Task 1

A final written report of your performance in relation to the standard university assessment form will be given to you during the last week of your placement. It will indicate your strengths, limitations, areas for further development and state whether you have passed or failed the placement overall.

Task 2

You will receive written feedback on your reflection within the recommended university time frame. This will include areas of strength and on-going development needs.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Learning resources will vary according to the practice placement. The Practice Educator will be responsible for identifying appropriate resources.

BONIFACE Gail et al (2012) Exploring the nature of peer and academic supervision on a role-emerging placement. *British Journal of Occupational Therapy*, **75** (4), 196-201.

COLLEGE OF OCCUPATIONAL THERAPY (2010) Code of Ethics and Professional Conduct (Revised) London: COT

COOPER Rachel and RAINE Rosi (2009) Role-emerging placements are an essential risk for the development of the occupational therapy profession: the debate. *British Journal of Occupational Therapy*, **72** (9), 416-418.

FRANCIS Robert (2013). Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry
London: Crown Copyright.

HEALEY Joan and, SPENCER Margaret (2008) Surviving your placement in health and social care.
Maidenhead, Open University Press.

HEALTH AND SOCIAL CARE ACT (2012) London: HMSO

HEALTH AND CARE PROFESSIONS COUNCIL (2008) Standards of conduct, performance and
ethics. London: HPC.

HEALTH AND CARE PROFESSIONS COUNCIL (2010) Guidance on conduct and ethics for
students. London: HPC.

POLGLASE Tracy and TRESEDER Rachel (2012) The Occupational Therapy Handbook: Practice
Education. Keswick, M & K Publishing.

THEW, Miranda (2011) Role emerging Occupation Focussed Practice. Chichester, Wiley-Blackwell.

MODULE DESCRIPTOR

TITLE	Practice Placement Learning 3
SI MODULE CODE	
CREDITS	20
LEVEL	6
JACS CODE	
SUBJECT GROUP	<i>Occupational Therapy</i>
DEPARTMENT	<i>AHP</i>
MODULE LEADER	<i>Shirley Masterson</i>

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours

*to be used for Key Information Sets ([KIS Appendix 1](#))- see Module Descriptor guidance notes

MODULE AIM

This practice learning experience gives you the opportunity to make the first steps in the transition from student to practitioner. To enable you to develop into independent practitioners, fit for practice, this placement will provide you with the opportunity to engage in practice with the support of your practice educator in a range of complex situations with a variety of complex issues. You will be expected to use reflection to review and develop your practice, to work in a client-centred way and to integrate your knowledge and experience gained from throughout the course to critically appraise your own and current occupational therapy practice

MODULE LEARNING OUTCOMES (up to 4 LOs max)

By engaging successfully with this module you will be able to

- L01 Participate in and demonstrate application of required practice competencies within a placement setting as stated in the practice assessment document for this level*
- L02 Critically reflect on your practice learning in relation to evidence base practice and developing your skills as an occupational therapist.*
- L03 From your reflective learning, critically appraise your current learning needs and develop an action plan for your future professional learning and practice.*

INDICATIVE CONTENT

Practice learning opportunities are likely to be different for all students but commonly students will engage with:

- Professionalism in practice
- The implementation of occupational therapy processes in complex situations
- Person-centredness
- Organisational arrangements and practices in health and social care environments
- Communication processes, written and verbal
- Risk assessment, self-management
- Manual handling as appropriate to the environment

- The evidence base for practice
- Application of theories, approaches and models of practice as relevant to the practice area
- Relevance of policies related practice, for example, National Service Frameworks
- Application of practical skills as relevant to the area
- Strategies for professional reasoning, problem solving and decision making
- Teamwork, inter-professional and interagency practice
- Supervisory processes and reflection on learning in practice
- Conditions commonly treated by occupational therapists
- Equipment commonly used for therapeutic interventions

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Prior to the practice learning experience you will be required to engage in practice placement preparation sessions at the university that will cover mandatory requirements and individual learning needs, personal responsibilities and expectations pre-placement. These sessions are intended to prepare you for the forthcoming practice learning experience and ensure that you fulfil your personal obligations prior to practice. These include contacting your practice educator and preparing draft learning objectives prior to the placement.

Each placement learning experience will be different according to the practice area but all placements should allow you opportunities to engage in practice and demonstrate your capability and competence in the areas to be assessed. Your practice educator will guide and support you in gaining appropriate experience.

Placement learning is mainly experiential so you will have the opportunity to observe and participate in practice. Your practice educator will also arrange tutorial support as necessary. You will have weekly supervision to further develop your reflective skills and to review your practice skills.

As this is the final placement prior to qualification you will be expected to identify your own learning needs and to take responsibility for identifying and utilising learning resources at the placement site.

A university tutor will also be responsible for monitoring your progress through the placement. They will review your progress with you and your educator midway through your placement. You will receive a debriefing session on your return to the university.

ASSESSMENT STRATEGY

Your practice educator will assess the learning outcomes associated with your practice using the standard university assessment form. He/she will observe your practice and discuss your understanding of the reasoning behind your practice. A variety of other means may inform the assessment process, for example, a case study presentation, verbal reporting, report writing, use of reflective diary. Your practice will be assessed and recorded as either a pass or a fail.

ASSESSMENT TASK INFORMATION

There are two assessment tasks for this module

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Practice learning experience LO1	PR	P/F		N
2	Complete evidence of your practice learning for your portfolio	CW	100%	1500	N

By engaging successfully with this module you will be able to

Task 1. Complete a practice learning experience to meet learning outcome.

LO1 Participate in and demonstrate application of required practice competencies within a placement setting as stated in the practice assessment document for this level

Task 2. You will complete a placement portfolio to provide evidence that you have met learning outcomes 2 and 3. This feeds into and will be built upon in PDP 3

LO2 Critically reflect on your learning on placement

LO3 From your reflective learning, critically appraise your current learning needs and develop an action plan for your future professional learning and practice

FEEDBACK

You will receive feedback in the following ways

Formative feedback

Task 1.

You will have weekly formal supervision with your named practice educator. At this time you will receive formative feedback on your learning using your own learning objectives and the standard university assessment form as points of reference. Feedback, however, may address any area of your performance and behaviour. Informal feedback is also encouraged on a daily basis. At half-way, your practice educator will give you written feedback on each of the assessment categories identified on the standard assessment form.

Summative feedback

Task 1.

A final written report of your performance in relation to the standard university assessment form will be given to you during the last week of your placement. It will indicate your strengths, limitations, areas for further development and state whether you have passed or failed the placement overall.

Task 2.

You will receive written feedback on your reflection and action plan within the recommended university timeframe. This will include strengths and on-going development needs.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Learning resources will vary according to the practice placement. The Practice Educator will be responsible for identifying appropriate resources.

COLLEGE OF OCCUPATIONAL THERAPY (2010) Code of Ethics and Professional Conduct (Revised) London: COT

FRANCIS Robert (2013). Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry London: Crown Copyright.

GRAY Ivan, FIELD Richard, BROWN Keith (2010) Effective leadership, management and supervision in health and social care, Learning Matters Ltd

HEALEY Joan and, SPENCER Margaret (2008) Surviving your placement in health and social care. Maidenhead, Open University Press.

HEALTH AND SOCIAL CARE ACT (2012) London: HMSO

HEALTH AND CARE PROFESSIONS COUNCIL (2008) Standards of conduct, performance and ethics. London: HPC.

HEALTH AND CARE PROFESSIONS COUNCIL (2010) Guidance on conduct and ethics for students. London: HPC.

POLGLASE Tracy and TRESEDER Rachel (2012) The Occupational Therapy Handbook: Practice Education. Keswick, M & K Publishing

BSc (Hons) PBL Module Descriptors

TITLE	Practice Learning 1
SI MODULE CODE	
CREDITS	20
LEVEL	4
JACS CODE	B930
SUBJECT GROUP	Occupational Therapy
DEPARTMENT	AHP
MODULE LEADER	Theresa Baxter

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
30 hours	264	28	322

MODULE AIM

Within this module you will have an opportunity to develop an understanding of occupational therapy processes and philosophy, and with the support and guidance of your practice educator you will participate in occupational therapy practice. It will provide you with the opportunity to learn about professional conduct and practice and will introduce you to the concept of professionalism, collaborative practice, and person centred service improvement.

MODULE LEARNING OUTCOMES

By engaging successfully with this module you will be able to:

LO1 Participate in and demonstrate application of required practice competencies within a placement setting as stated in the practice assessment document for this level

LO2 To identify the principles of professional practice in relation to service users and carers

LO3 To discuss communication strategies in relation to establishing effective and respectful relationships with colleagues, service users and carers in the context of ensuring an effective person focused service.

LO4 Reflect on your learning through your placement experience using the interprofessional capability framework, identifying key areas in your personal and professional development in relation to collaborative working in practice.

INDICATIVE CONTENT

Practice learning opportunities are likely to be different for all students but commonly students will engage with:

- Professionalism in practice
- Person-centredness
- Organisational arrangements and practices in health and social care environments
- Communication processes, written and verbal
- Risk assessment, self-management
- Manual handling as appropriate to the environment
- Occupational therapy process
- Clinical reasoning
- Supervision and use of learning contracts
- Reflective learning
- Selected occupational therapy theory, models and strategies
- Conditions commonly treated by occupational therapists
- Equipment commonly used for therapeutic interventions
- The role of the MDT
- Collaborative working
- Person centeredness
- Anti-oppressive and anti-discriminatory practice
- introduction to safe guarding

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Prior to the practice learning experience you will participate in a range of sessions which will prepare you for practice. These will cover requirements and individual learning needs, personal responsibilities and expectations pre-placement. These sessions are intended to prepare you for the forthcoming practice learning experience and ensure that you fulfil your personal obligations prior to practice. These include contacting your practice educator and preparing draft learning objectives prior to the placement.

You will also have the opportunity to study alongside the PBL physiotherapy students to consider the importance of communication strategies in relation to establishing effective and respectful relationships with colleagues, service users and carers in the context of ensuring an effective person focused service.

Each placement learning experience will be different according to the practice area but all placements should allow you opportunities to engage in practice and demonstrate your capability and competence in the areas to be assessed. Your practice educator will guide and support you in gaining appropriate experience.

Placement learning is mainly experiential so you will have the opportunity to observe and participate in practice. Your practice educator will also arrange tutorial support as necessary. You will have weekly supervision to further develop your reflective skills and to review your practice skills.

A university tutor will also be responsible for monitoring your progress through the placement. They will review your progress with you and your educator midway through your placement. You will receive a debriefing session on your return to the university.

ASSESSMENT STRATEGY

Your practice educator will assess the learning outcomes associated with your practice using the standard university assessment form. He/she will observe your practice and discuss your understanding of the reasoning behind your practice. A variety of other

means may inform the assessment process, for example, a case study presentation, verbal reporting, report writing, use of reflective diary. Your practice will be assessed and recorded as either a pass or a fail based on learning outcomes.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Practice Placement		pass/fail		No
2	Reflective essay		100%	2000	No

By engaging successfully with this module you will be able to:

Task 1. Complete a practice learning experience to meet LO1

LO1 Participate in and demonstrate application of required practice competencies within a placement setting as stated in the practice assessment document for this level

Task 2. Complete an essay that will reflect your learning throughout your placement identifying the required skills, knowledge and attitudes required to work effectively as a collaborative worker in the context of ensuring person centred service improvement.

This will meet LO2,3,4

LO2 To identify the principles of professional practice in relation to service users and carers

LO3 To discuss communication strategies in relation to establishing effective and respectful relationships with colleagues, service users and carers in the context of ensuring an effective person focused service.

LO4 Reflect on your learning through your placement experience using the interprofessional capability framework, identifying key areas in your personal and professional development in relation to collaborative working in practice.

Both tasks need to be passed in order to pass the module and progress. There is no right of re-taking of this module because of the practice learning element.

FEEDBACK

You will receive feedback on your performance in the following ways

Formative feedback

You will have regular formal supervision with your named practice educator. At this time you will receive formative feedback on your learning using your own learning objectives and the standard university

assessment form as points of reference. Feedback, however, may address any area of your performance and behaviour. Informal feedback is also encouraged on a daily basis. At half-way, your practice educator will give you written feedback on each of the assessment categories identified on the standard assessment form.

Summative feedback

Task 1

A final written report of your performance in relation to the standard university assessment form will be given to you during the last week of your placement. It will indicate your strengths, limitations, areas for further development and state whether you have passed or failed the placement overall.

Task 2

You will receive written feedback on your essay within the recommended university time frame. This will include areas of strength and on-going development needs.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Learning resources will vary according to the practice placement. The Practice Educator will be responsible for identifying appropriate resources; however the following references may be useful.

AGUILAR Alejandra, STUPANS Ieva, SCUTTER Sheila (2012) Exploring Professionalism: The professional values of Australian Occupational Therapists. *Australian Occupational Therapy Journal* (59) 209-217.

CARRIER Annie, LEVASSEUR Melanie, BEDARD Denis, DESROSIERS Johanne (2010) Community occupational therapists' clinical reasoning: Identifying tacit knowledge
Australian Occupational Therapy Journal (2010) 57, 356–365

COLLEGE OF OCCUPATIONAL THERAPISTS (2010) Code of Ethics and Professional Conduct (Revised) London: COT

DEPARTMENT OF HEALTH (2014) Care Act (on line).
<http://www.legislation.gov.uk>

FRANCIS Robert (2013). Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry London: Crown Copyright.

HEALEY Joan, Spencer Margaret (2008) *Surviving your placement in health and social care*. Maidenhead: Open University Press.

GRAY Ivan, FIELD Richard, BROWN Keith (2010) *Effective leadership, management and supervision in health and social care*, Learning Matters Ltd

HEALTH AND SOCIAL CARE ACT (2012) London: HMSO

HEALTH AND CARE PROFESSIONS COUNCIL (2008) *Standards of conduct, performance and ethics*. London: HPC.

HEALTH AND CARE PROFESSIONS COUNCIL (2010) *Guidance on conduct and ethics for students*. London: HPC.

POLGLASE Tracy and TRESEDER Rachel (2012) *The Occupational Therapy Handbook: Practice Education*. Keswick, M & K Publishing

ROBINSON Allison J, TANCHUK Chelsea J, SULLIVAN Theresa M (2012) Professionalism and occupational therapy: An exploration of faculty and students' perspectives. *The Canadian Journal of Occupational Therapy* 79(5) 275-284

SCHELL Barbara A Boyt, SCHELL John W (2008) Clinical and professional reasoning in occupational therapy
Lippincott Williams

SMITH, Jane & MORLEY, Mary (2013) Making supervision and on-going development review a productive
experience: an integrated approach. The British Journal of Occupational Therapy 76(5) p. 246-248

TITLE	Practice Learning 2
SI MODULE CODE	
CREDITS	20
LEVEL	5
JACS CODE	<i>B930</i>
SUBJECT GROUP	<i>Occupational Therapy</i>
DEPARTMENT	<i>AHP</i>
MODULE LEADER	<i>Theresa Baxter</i>

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
12 hours	264	28	304

MODULE AIM

Within this module you will have an opportunity to apply and evaluate occupational therapy processes and philosophy in practice, with the support and guidance of a practice educator.

You will use the placement experience to articulate your clinical reasoning based on previous learning and theoretical knowledge about occupational therapy processes and philosophy whilst beginning to work more independently, learning to use supervision as a forum for reflection and analysis of your practice.

You will be able to develop your appreciation of the importance of effective interprofessional team working and patient and carer engagement in promoting service improvement

MODULE LEARNING OUTCOMES

By engaging successfully with this module you will be able to

LO1 Participate in and demonstrate application of required practice competencies within a placement setting as stated in the practice assessment document for this level

LO2 Explain the principles of service user and carer involvement in the context of interprofessional working and appraise how this may apply to your practice setting.

LO3 Analyse the factors and processes that facilitate effective collaborative working within your placement setting and how this impacts on service delivery.

LO4 Reflect on your learning through your placement experience using the interprofessional capability framework, identifying key areas in your personal and professional development in relation to collaborative working in practice

INDICATIVE CONTENT

Practice learning opportunities are likely to be different for all students but commonly students will engage with:

- Professionalism in practice
- Person-centredness
- Organisational arrangements and practices in health and social care environments
- Communication processes, written and verbal
- Risk assessment, self-management
- Manual handling as appropriate to the environment
- Occupational therapy process
- Clinical reasoning
- Supervision and use of learning contracts
- Reflective learning
- Selected occupational therapy theory, models and strategies
- Conditions commonly treated by occupational therapists
- Equipment commonly used for therapeutic interventions
- Service user and carer involvement
- Collaborative decision making - negotiation, resolution, active listening
- Principles of team working
- emotional resilience

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Prior to the practice learning experience you will participate in a range of sessions which will prepare you for practice. These will cover requirements and individual learning needs, personal responsibilities and expectations pre-placement. These sessions are intended to prepare you for the forthcoming practice learning experience and ensure that you fulfil your personal obligations prior to practice. These include contacting your practice educator and preparing draft learning objectives prior to the placement.

You will also have the opportunity to study alongside the PBL physiotherapy students to consider the importance of interprofessional team working and patient and carer engagement which you will then evaluate during your placement learning experience.

Each placement learning experience will be different according to the practice area but all placements should allow you opportunities to engage in practice and demonstrate your capability and competence in the areas to be assessed. Your practice educator will guide and support you in gaining appropriate experience.

Placement learning is mainly experiential so you will have the opportunity to observe and participate in practice. Your practice educator will also arrange tutorial support as necessary. You will have weekly supervision to further develop your reflective skills and to review your practice skills.

A university tutor will also be responsible for monitoring your progress through the placement. They will review your progress with you and your educator midway through your placement. You will receive a debriefing session on your return to the university.

ASSESSMENT STRATEGY

Your practice educator will assess the learning outcomes associated with your practice using the standard university assessment form. He/she will observe your practice and discuss your understanding of the reasoning behind your practice. A variety of other means may inform the assessment process, for example, a case study presentation, verbal reporting, report writing, use of reflective diary. Your practice will be assessed and recorded as either a pass or a fail based on learning outcomes.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Practice Placement		pass/fail		No
2	Reflective essay		100%	1500	No

Both tasks need to be passed in order to pass the module and progress. There is no right of re-taking of this module because of the practice learning element.

By engaging successfully with this module you will be able to:

Task 1. Complete a practice learning experience to meet LO1

LO1 Participate in and demonstrate application of required practice competencies within a placement setting as stated in the practice assessment document for this level

Task 2. Complete an essay that will demonstrate your knowledge and understanding of the requirements in the practice setting for effective interprofessional working and patient and carer engagement in promoting service improvement. This will meet LO2,3,4

LO2 Explain the principles of service user and carer involvement in the context of interprofessional working and appraise how this may apply to your practice setting.

LO3 Analyse the factors and processes that facilitate effective collaborative working within your placement setting and how this impacts on service delivery.

LO4 Reflect on your learning through your placement experience using the interprofessional capability framework, identifying key areas in your personal and professional development in relation to collaborative working in practice.

FEEDBACK

You will receive feedback on your performance in the following ways

Formative feedback

You will have regular formal supervision with your named practice educator. At this time you will receive formative feedback on your learning using your own learning objectives and the standard university assessment form as points of reference. Feedback, however, may address any area of your performance and behaviour. Informal feedback is also encouraged on a daily basis. At halfway, your practice educator will give you written feedback on each of the assessment categories identified on the standard assessment form.

Summative feedback

Task 1

A final written report of your performance in relation to the standard university assessment form will be given to you during the last week of your placement. It will indicate your strengths, limitations, areas for further development and state whether you have passed or failed the placement overall.

Task 2

You will receive written feedback on your essay within the recommended university time frame guidance. This will include areas of strength and on-going development needs.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Learning resources will vary according to the practice placement. The Practice Educator will be responsible for identifying appropriate resources; however the following references may be useful.

CARRIER Annie, LEVASSEUR Melanie, BEDARD Denis, DESROSIERS Johanne (2010) Community occupational therapists' clinical reasoning: Identifying tacit knowledge
Australian Occupational Therapy Journal (2010) 57, 356–365

COLLEGE OF OCCUPATIONAL THERAPISTS (2010) Code of Ethics and Professional Conduct (Revised) London: COT

DEPARTMENT OF HEALTH (2014) Care Act (on line).
<http://www.legislation.gov.uk>

FRANCIS Robert (2013). Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry London: Crown Copyright.

HEALEY Joan, Spencer Margaret (2008) Surviving your placement in health and social care. Maidenhead: Open University Press.

GRAY Ivan, FIELD Richard, BROWN Keith (2010) Effective leadership, management and supervision in health and social care, Learning Matters Ltd

HEALTH AND SOCIAL CARE ACT (2012) London: HMSO

HEALTH AND CARE PROFESSIONS COUNCIL (2008) Standards of conduct, performance and ethics. London: HPC.

HEALTH AND CARE PROFESSIONS COUNCIL (2010) Guidance on conduct and ethics for students. London: HPC.

POLGLASE Tracy and TRESEDER Rachel (2012) The Occupational Therapy Handbook: Practice Education. Keswick, M & K Publishing

SCHELL Barbara A Boyt, SCHELL John W (2008) Clinical and professional reasoning in occupational therapy Lippincott Williams

TITLE	Practice Learning 3
SI MODULE CODE	
CREDITS	20
LEVEL	5
JACS CODE	<i>B930</i>
SUBJECT GROUP	<i>Occupational Therapy</i>
DEPARTMENT	<i>AHP</i>
MODULE LEADER	<i>Theresa Baxter</i>

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
12 hours	264	28	304

MODULE AIM

Within this module you will have an opportunity to apply and evaluate occupational therapy processes and philosophy in practice, with the support and guidance of a practice educator.

You will use the placement experience to articulate your clinical reasoning based on previous learning and theoretical knowledge about occupational therapy processes and philosophy whilst beginning to work more independently, learning to use supervision as a forum for reflection and analysis of your practice.

You will develop your understanding of contemporary health and care policy drivers and how they impact and influence collaborative working practices and person centred service improvement.

MODULE LEARNING OUTCOMES

By engaging successfully with this module you will be able to:

LO1 Participate in and demonstrate application of required practice competencies within a placement setting as stated in the practice assessment document for this level

LO2 Evaluate the service environment in relation to interprofessional working and person centred service delivery.

LO3 Identify and evaluate the relevant contemporary policy drivers for promoting collaborative practice and person centred service improvement in your placement setting.

LO4 Reflect on your learning through your placement experience using the interprofessional capability framework, identifying key areas in your personal and professional development in relation to collaborative working in practice

INDICATIVE CONTENT

Practice learning opportunities are likely to be different for all students but commonly students will engage with:

- Professionalism in practice
- Person-centredness
- Organisational arrangements and practices in health and social care environments
- Communication processes, written and verbal
- Risk assessment, self-management
- Manual handling as appropriate to the environment
- Occupational therapy process
- Clinical reasoning
- Supervision and use of learning contracts
- Reflective learning
- Selected occupational therapy theory, models and strategies
- Conditions commonly treated by occupational therapists
- Equipment commonly used for therapeutic interventions
- Contemporary Policy Drivers
- Promoting safe and effective service environments
- Governance processes
- Safe guarding revisited -policies and processes

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Prior to the practice learning experience you will participate in a range of sessions which will prepare you for practice. These will cover requirements and individual learning needs, personal responsibilities and expectations pre-placement. These sessions are intended to prepare you for the forthcoming practice learning experience and ensure that you fulfil your personal obligations prior to practice. These include contacting your practice educator and preparing draft learning objectives prior to the placement.

You will also have the opportunity to study alongside the PBL physiotherapy students to consider the contemporary drivers for promoting collaborative working and begin to explore service improvement and safe practices.

Each placement learning experience will be different according to the practice area but all placements should allow you opportunities to engage in practice and demonstrate your capability and competence in the areas to be assessed. Your practice educator will guide and support you in gaining appropriate experience.

Placement learning is mainly experiential so you will have the opportunity to observe and participate in practice. Your practice educator will also arrange tutorial support as necessary. You will have weekly supervision to further develop your reflective skills and to review your practice skills.

A university tutor will also be responsible for monitoring your progress through the placement. They will review your progress with you and your educator midway through your placement. You will receive a debriefing session on your return to the university.

ASSESSMENT STRATEGY

Your practice educator will assess the learning outcomes associated with your practice using the standard university assessment form. He/she will observe your practice and discuss your understanding of the reasoning behind your practice. A variety of other means may inform the assessment process, for example, a case study presentation, verbal reporting, report writing, use of reflective diary. Your practice will be assessed and recorded as either a pass or a fail based on learning outcomes.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Practice Placement		pass/fail		No
2	Essay		100%	1500	No

By engaging successfully with this module you will be able to:

Task 1. Complete a practice learning experience to meet LO1

LO1 Participate in and demonstrate application of required practice competencies within a placement setting as stated in the practice assessment document for this level

Task 2. Complete an essay that will require you to identify 3 key contemporary policy drivers related to your practice setting and you will explore how they influence and impact on collaborative working in this area and how they can promote person centred service improvement. This will meet LO2,3,4

LO2 Evaluate the service environment in relation to interprofessional working and person centred service delivery.

LO3 Identify and evaluate the relevant contemporary policy drivers for promoting collaborative practice and person centred service improvement in your placement setting.

LO4 Reflect on your learning through your placement experience using the interprofessional capability framework, identifying key areas in your personal and professional development in relation to collaborative working in practice

Both tasks need to be passed in order to pass the module and progress. There is no right of re-registering of this module because of the practice learning element.

FEEDBACK

You will receive feedback on your performance in the following ways:

Formative feedback

You will have regular formal supervision with your named practice educator. At this time you will receive formative feedback on your learning using your own learning objectives and the standard university assessment form as points of reference. Feedback, however, may address any area of your performance and behaviour. Informal feedback is also encouraged on a daily basis. At half-way, your practice educator will give you written feedback on each of the assessment categories identified on the standard assessment form.

Summative feedback

Task 1

A final written report of your performance in relation to the standard university assessment form will be given to you during the last week of your placement. It will indicate your strengths, limitations, areas for further development and state whether you have passed or failed the placement overall.

Task 2

You will receive written feedback on your essay within the recommended university time frame. This will include areas of strength and on-going development needs.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Learning resources will vary according to the practice placement. The Practice Educator will be responsible for identifying appropriate resources; however the following references may be useful.

CARRIER Annie, LEVASSEUR Melanie, BEDARD Denis, DESROSIERS Johanne (2010) Community occupational therapists' clinical reasoning: Identifying tacit knowledge
Australian Occupational Therapy Journal (2010) 57, 356–365

COLLEGE OF OCCUPATIONAL THERAPISTS (2010) Code of Ethics and Professional Conduct (Revised) London: COT

DEPARTMENT OF HEALTH (2014) Care Act (on line).
<http://www.legislation.gov.uk>

FRANCIS Robert (2013). Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry London: Crown Copyright.

HEALEY Joan, Spencer Margaret (2008) Surviving your placement in health and social care. Maidenhead: Open University Press.

GRAY Ivan, FIELD Richard, BROWN Keith (2010) Effective leadership, management and supervision in health and social care, Learning Matters Ltd

HEALTH AND SOCIAL CARE ACT (2012) London: HMSO

HEALTH AND CARE PROFESSIONS COUNCIL (2008) Standards of conduct, performance and ethics. London: HPC.

HEALTH AND CARE PROFESSIONS COUNCIL (2010) Guidance on conduct and ethics for students. London: HPC.

POLGLASE Tracy and TRESEDER Rachel (2012) The Occupational Therapy Handbook: Practice Education. Keswick, M & K Publishing

SCHELL Barbara A Boyt, SCHELL John W (2008) Clinical and professional reasoning in occupational therapy Lippincott Williams

TITLE	Practice Learning 4
SI MODULE CODE	
CREDITS	20
LEVEL	6
JACS CODE	B930
SUBJECT GROUP	Occupational Therapy
DEPARTMENT	AHP
MODULE LEADER	Theresa Baxter

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
28	375		403

MODULE AIM

This practice learning experience gives you the opportunity to make the first steps in the transition from student to practitioner. To enable you to develop into independent practitioners, fit for practice, this placement will provide you with the opportunity to engage in practice with the support of your practice educator in a range of complex situations with a variety of complex issues. It will enable you to critically evaluate service delivery and to justify strategies for improving the quality of practice in relation to person centred service improvement.

MODULE LEARNING OUTCOMES

By engaging successfully with this module you will be able to

LO1. Participate in and demonstrate application of required practice competencies within a placement setting as stated in the practice assessment document for this level

LO2 Critically analyse approaches to service delivery in your placement setting.

LO3 Design and clearly justify a service development plan which will contribute to the development and delivery of a safe and effective service for service users and carers.

LO4 Critically reflect upon your own performance as a collaborative worker using the interprofessional capability framework, identifying areas of personal and professional development for your transition to be an effective collaborative worker in practice.

INDICATIVE CONTENT

Practice learning opportunities are likely to be different for all students but commonly you will engage with:

- Professionalism in practice
- The implementation of occupational therapy processes in complex situations
- Person-centredness
- Organisational arrangements and practices in health and social care environments
- Communication processes, written and verbal
- Risk assessment, self-management
- Manual handling as appropriate to the environment
- The evidence base for practice
- Application of theories, approaches and models of practice as relevant to the practice area
- Relevance of policies related practice, for example, National Service Frameworks
- Application of practical skills as relevant to the area
- Strategies for professional reasoning, problem solving and decision making
- Teamwork, inter-professional and interagency practice
- Supervisory processes and reflection on learning in practice
- Conditions commonly treated by occupational therapists
- Equipment commonly used for therapeutic interventions
- Service improvement methodology and evaluation
- Role clarification
- Reflection and consolidation of interprofessional capability

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Prior to the practice learning experience you will be required to engage in practice placement preparation sessions at the university that will cover mandatory requirements and individual learning needs, personal responsibilities and expectations pre-placement. These sessions are intended to prepare you for the forthcoming practice learning experience and ensure that you fulfil your personal obligations prior to practice. These include contacting your practice educator and preparing draft learning objectives prior to the placement.

You will also have the opportunity to study alongside the PBL physiotherapy students to analyse approaches to service improvement and how to develop and justify a service improvement plan for safe and effective delivery for service users and carers.

Each placement learning experience will be different according to the practice area but all placements should allow you opportunities to engage in practice and demonstrate your capability and competence in the areas to be assessed. Your practice educator will guide and support you in gaining appropriate experience.

Placement learning is mainly experiential so you will have the opportunity to observe and participate in practice. Your practice educator will also arrange tutorial support as necessary. You will have weekly supervision to further develop your reflective skills and to review your practice skills.

As this is the final placement prior to qualification you will be expected to identify your own learning needs and to take responsibility for identifying and utilising learning resources at the placement site.

A university tutor will also be responsible for monitoring your progress through the placement. They will review your progress with you and your educator midway through your placement. You will receive a debriefing session on your return to the university.

ASSESSMENT STRATEGY

Your practice educator will assess the learning outcomes associated with your practice using the standard university assessment form. He/she will observe your practice and discuss your understanding of the reasoning behind your practice. A variety of other means may inform the assessment process, for example, a case study presentation, verbal reporting, report writing, use of reflective diary. Your practice will be assessed and recorded as either a pass or a fail.

ASSESSMENT TASK INFORMATION

There are two assessment tasks for this module

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Practice learning experience LO1	PR	P/F		N
2	Service Improvement Plan Report	CW	100%	2500	N

Both tasks need to be passed in order to pass the module and progress. There is no right of re-registration of this module because of the practice learning element.

Summative Assessment

Task 1. Complete a practice learning experience to meet LO1.

LO1 Participate in and demonstrate application of required practice competencies within a placement setting as stated in the practice assessment document for this level

Task 2. You will complete a service improvement plan to meet LO2,3,4

LO2 Critically analyse approaches to service delivery in your placement setting.

LO3 Design and clearly justify a service development plan which will contribute to the development and delivery of a safe and effective service for service users and carers.

LO4 Critically reflect upon your own performance as a collaborative worker using the interprofessional capability framework, identifying areas of personal and professional development for your transition to be an effective collaborative worker in practice.

FEEDBACK

You will receive feedback in the following ways

Formative feedback

Task 1.

You will have regular formal supervision with your named practice educator. At this time you will receive formative feedback on your learning using your own learning objectives and the standard university assessment form as points of reference. Feedback, however, may address any area of your performance and behaviour. Informal feedback is also encouraged on a daily basis. At half-way, your practice educator will give you written feedback on each of the assessment categories identified on the standard assessment form.

Summative feedback

Task 1.

A final written report of your performance in relation to the standard university assessment form will be given to you during the last week of your placement. It will indicate your strengths, limitations, areas for further development and state whether you have passed or failed the placement overall.

Task 2.

You will receive written feedback on your reflection and action plan within the recommended university timeframe. This will include strengths and on-going development needs.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Learning resources will vary according to the practice placement. The Practice Educator will be responsible for identifying appropriate resources.

COLLEGE OF OCCUPATIONAL THERAPISTS (2010) Code of Ethics and Professional Conduct (Revised) London: COT

FRANCIS Robert (2013). Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry London: Crown Copyright.

GORMAN, Paul (1998) Managing multi-disciplinary teams in the NHS. London: Kogan Page

GRAY Ivan, FIELD Richard, BROWN Keith (2010) Effective leadership, management and supervision in health and social care, Learning Matters Ltd

HEALEY Joan and, SPENCER Margaret (2008) Surviving your placement in health and social care. Maidenhead, Open University Press.

HEALTH AND SOCIAL CARE ACT (2012) London: HMSO

HEALTH AND CARE PROFESSIONS COUNCIL (2008) Standards of conduct, performance and ethics. London: HPC.

HEALTH AND CARE PROFESSIONS COUNCIL (2010) Guidance on conduct and ethics for students. London: HCPC.

JELPHS, Kim, DICKINSON, Helen (2008) Managing and leading in inter-agency settings. Community Care Organization: Bristol, Great Britain

POLGLASE Tracy and TRESEDER Rachel (2012) The Occupational Therapy Handbook: Practice Education. Keswick, M & K Publishing

MSc (Pre-registration) Practice Experience PE3

Practice experience 3

Presentation guide

4. Professional reasoning	5. Evaluation and planning
<p>Uses current theory and developing practice knowledge to justify new intervention. Able to articulate professional reasoning to both service user and service provider.</p>	<p>Feedback from service users and providers is integral to evaluation throughout. Sustainability or possible future developments of this intervention and occupational therapy role in the service are considered.</p>
<p>Justifies new intervention with reference to current theory and professional philosophy. May need some assistance from practice facilitator to articulate this</p>	<p>Evaluates new intervention, incorporating feedback from service users and providers. Sustainability is considered or future plans are explored.</p>
<p>Able to justify and reason through the innovation with reference to occupational therapy philosophy and theory with support from practice facilitator.</p>	<p>Can evaluate the new intervention. Is able to identify changes and improvements for future implementation. Feedback from service users and providers is sought.</p>
<p>Unable to link occupation-based intervention to theory and philosophy of occupational therapy. Intervention is not sufficiently related to occupational therapy.</p>	<p>Unable to evaluate the new intervention in relation to the context of the service. Is unable to suggest changes or improvements and/or does not consult sufficiently with service users and providers in the evaluation</p>

- The presentation should not exceed 15mins.
- You should prepare a short handout based on the presentation and give this to the assessors.
- You should be prepared to answer questions after the presentation.
- Feedback will be given after the presentation and written feedback provided at a later date.

MSc (Pre-registration) Occupational Therapy

Practice Experience 3

Presentation Feedback

Clarity:

Relevance:

Reasoning:

Justification:

Service user involvement:

Signed.....

Date.....

MSc (Pre-registration) Occupational Therapy

Practice experience 3

As part of the pre-practice negotiations, the possible project areas or intervention areas for the participating student will have been highlighted prior to practice commencement. The student will then normally have 3-4 weeks to make specific intervention / project plans in negotiation with the practice setting and their facilitator.

The following tick-list should assist the students and practice facilitator to ensure the practice experience meets the needs of the student, the service users, the service providers and the university.

Student Name:

Practice setting:

Practice facilitator - practice setting:

University tutor:

Project / Intervention Description:

	Details
Identified as need by service users	
Timings and finish dates agreed.	
Future sustainability is discussed -plans for intervention / project when practice experience ends are prepared where appropriate and agreed with service providers	

Resources negotiated and agreed with service providers	
Consent of service users sought where necessary	
Liaison with related services is pursued	
Monitoring / supervision meetings are timetabled weekly	
Date of presentation	
Proposed attendees at presentation	

Signed: Student

Signed: Practice facilitator / practice setting

Signed: University tutor

Sheffield Hallam University
Occupational Therapy
Cause for Concern Form

Name of Student	
Name of Practice Placement Educator	
Name of Liaison Tutor	

A. Form initiated by		Role	
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B. Nature of Concern	
Evidence for concern	
C. Agreed action	
Signature of Practice Placement Educator	Date
Signature of Liaison Tutor	Date
D. Signature of student	Date
E. Monitoring of progress on agreed action	Dates
F. Conclusion of process	Date

G. Quality Assurance Check

	Yes	No
1. Are there any broader issues that affect quality assurance?		
2. Are there any issues related to safe practice		
3. Has the matter been referred to an appropriate Board/Committee?		

DRAFT

SHEFFIELD HALLAM UNIVERSITY

CONSENT FORM FOR SIMULATION OF PRACTICE, INCLUDING ROLE PLAY AND PRACTICAL PROCEDURES

As is the normal practice in Health and Social Care education, occupational therapy students will take part in Practical Procedures as part of their training during the academic components of their course. Students will take part in these activities both as practitioner and as patient. It is therefore a condition of your place on the course that you agree to take part in these activities, and to the following terms and conditions in relation to your participation, by signing this form. For the avoidance of doubt, any reference in this form to a Practical Procedure or Practical Procedures is to simulation of practice including role play and practical procedures.

- 1 I understand that, while an experienced lecturer will introduce each practical session, and the known risks and limitations of the Practical Procedures will be explained to me, it is my responsibility to be aware of any precautions and contraindications for each of the Practical Procedures.
- 2 Every effort will be made to respect my dignity, moral, religious and cultural beliefs.
- 3 In circumstances where I feel unable to take part in any of the Practical Procedures for whatever reason I must inform the member of staff who is facilitating the session at the earliest opportunity.
- 4 I understand that, prior to any Practical Procedure; I must inform the member of staff who is facilitating the session of any health condition that may need to be considered.
- 5 I understand that I must inform the member of staff who is facilitating the session should I experience any symptoms during a Practical Procedure and that he or she must stop the procedure immediately should I indicate such symptoms or request that it should be stopped.
- 6 I understand that I have the right to withdraw from a Practical Procedure at any time and that if I exercise my right to withdraw in respect of my role as patient, the exercise of that right shall be without prejudice.
- 7 In the event of something being discovered with regard to my health during a Practical Procedure, I understand that I must inform the member of staff who is facilitating the session and that it is my responsibility to seek further specialist advice from appropriate medical sources. I also understand that in the event of such information being discovered whether as a result of a Practical Procedure or my responsibilities under any paragraph of this form or otherwise which might affect my ability to act as a patient or undertake clinical practices safely the member of staff facilitating the session may, after discussion with me, make a referral to occupational

health and I must inform my personal tutor of the outcome of such a referral.

- 8 I understand that, in the event of the development of any recognised complication either during or subsequent to a Practical Procedure, the procedure will be stopped and/or not repeated on that occasion. With the mutual agreement of me and the member of staff who is facilitating the session the procedure may be undertaken at a later date. The University will give formal advice regarding the management of any complication in the first instance. In the event of any complication arising, the member of staff facilitating the session undertakes to inform the relevant University personnel and formally record the incident as required by the University
- 9 I understand that I must inform the University of any change in my health status occurring during the course subsequent to my initial occupational health screening.
- 10 While the University will make reasonable adjustments to accommodate me, I understand that if a discovery is made as indicated in paragraph 7 of this form or I withdraw from a Practical Procedure, I may not be permitted to complete my course.
- 11 I acknowledge that the University will not be liable in circumstances where I have failed to abide by these terms and conditions.

Declaration

I have read and fully understand the above. I agree to take part in the Practical Procedures and to the terms and conditions in relation to my participation as a practitioner or patient.

Signature:

Full Name:

Date:

This form should be returned to The Course Administrator for Occupational Therapy.

Acknowledgement:

This form has been adapted from the consent form developed and used by Oxford Brookes University.