

**MSc OCCUPATIONAL THERAPY (Pre-Registration)**

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Practice Placement 2 Assessment Document

2023

**School of Health and Social Care**

**EDINBURGH NAPIER UNIVERSITY**



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### Summary page

|  |  |
| --- | --- |
| Student Name   |  |
| Student Matriculation Number   |  |
| Practice Educator(s) Name(s)   | 1. 2.   |
| Practice Educator Training Record 1  | Date/Year last University Practice Education Event: University:   |
| Practice Educator Training Record 2   | Date/Year last University Practice Education Event: University:   |
| Placement Area  |  |
| Overall Grade   | PASS/FAIL  (circle one only)  |
| Placement Dates   | From   | To  |
| Placement Hours   |  |
| Placement Absences  | Please record all absences from placement here with dates, and sign the ‘Attendance Monitoring Declaration’ at back of this Form  |

# Practice Placement 2: Information and guidance for practice educators

#### Practice Placement 2 Duration

This placement is eight weeks’ duration and 37.5 hours full-time. Students are expected attend 100% of the time allocated. However, students will normally be permitted a maximum of seven days of approved absence to allow for unavoidable absences, such as ill health. This is to ensure that they can meet the learning outcomes of the module and that they have sufficient practice placement hours on graduation to register with the Royal College of Occupational Therapists. Please refer to the Practice Education Handbook for further details.

**It is the *student’s responsibility* to inform the practice educator and the programme lead if they will be absent from placement.**

#### Practice Placement 2 Learning Outcomes

On completion of Practice Placement 2 it is expected that the student will be able to meet the following Learning Outcomes:

|  |  |
| --- | --- |
| LO1  | Demonstrate practice knowledge, applying occupation-centred principles within the  |
|   | occupational therapy process in a service or community context, working within an equal  |
|   | opportunity and ethical framework.  |
| LO2  | Recognise and discuss service changes, developments and policies that impact on practice  |
|   | contexts, recognising the scope of your own practice skills, when to seek advice and when to  |
|   | refer to others and the need for continued professional development.  |
| LO3  | Identify factors impacting on occupational engagement, participation or performance and  |
|   | collaborate with the individual and carer/family where appropriate to prioritise occupational  |
|   | needs.  |
| LO4  | Demonstrate a range of clinical reasoning strategies: reflecting on own performance,  |
|   | assessment protocols, the setting, interventions, or resources available and desired  |
|   | outcomes  |
| LO5  | Use and/or explain the use of occupations within a treatment process to facilitate change  |
|   | and/or quality of life with a range of individuals or groups, including options for adaptation,  |
|   | grading, education and environmental factors.  |
| LO6  | Demonstrate communication skills with individuals, groups, carers and team members  |
|   | including formal/informal written and oral communication understanding the limits and  |
|   | importance of confidentiality, information governance and safe and effective use of health  |
|   | and social care information.  |

#### Practice-based learning support website

A Practice Education Hub is an Edinburgh Napier website for Practice Educators to access information and paperwork required.

#### Checking student identity

Student identity must be confirmed at the start of each practice placement. To do this students should be requested to produce their Edinburgh Napier University matriculation card to the Practice Educator. Once the students’ matriculation card has been checked, and identity confirmed the declaration should be signed to that effect (Appendix 1).

#### Monitoring student attendance during practice placement

In the event that a student has an authorised or unauthorised/unexpected absence from placement lasting for more than 48 hours, please inform the Practice Education Coordinator of this absence by e-mail immediately.

Practice Education Co-ordinator: Ashleigh Gray, A.Gray2@napier.ac.uk

#### Practice Education Passport

Your student will be maintaining a ‘Practice Education Passport’ with a record of Placement Preparation Activities. This should be produced for your information at your first meeting.

#### Learning agreement

For every placement students are required to negotiate a ‘learning agreement’ in collaboration with their Practice Educator(s). This will normally be agreed by Week 2 of the Practice Placement, to allow time for the learning identified to be developed.

#### Reflective diary

It is expected that students will use a reflective writing as part of the learning process and in preparation for supervision sessions with their practice educator(s). This will often be recorded in a reflective journal, though students may have identified other methods of capturing their reflectivity, which they will share.

#### Portfolio of evidence

As part of their professional development students are compiling a portfolio as they develop through their degree. It is recommended that students share the portfolio with you on at least one occasion during the placement.

#### Supervision

Students should receive a minimum of one formal supervision session with their Practice Educator(s) each week. A written record of these meetings must be agreed and a copy retained by both student and educator/supervisor for the duration of the placement. In emerging placement areas, where your day-to-day supervision maybe by another professional, a Practice Education Supervisor. They will contribute to the supervision session together with your Practice Educator. This may be by telephone, ‘Skype’ or another method, where this alternate to face-to-face meetings optimises the student experience of Practice Education.

Monitoring student’s professional conduct during practice placement

Student’s professional conduct should be continuously monitored during practice placement guided

|  |
| --- |
| [Royal College of Occupational Therapists (2021) Professional Standards occupational therapy](https://www.rcot.co.uk/publications/professional-standards-occupational-therapy-practice-conduct-and-ethics) |
| [practice, conduct & ethics](https://www.rcot.co.uk/publications/professional-standards-occupational-therapy-practice-conduct-and-ethics) |   |

[Health and Care Professions Council (2016) Guidance on conduct and ethics for students](https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf)

It is essential that you notify the University immediately if you have any concerns about a student’s professional conduct, and/or professional behaviour. Please contact XXXX

#### How to complete the assessment form

You are requested to make a judgement about the student’s performance in relation to what is reasonably expected of a student at this level of the programme, and not in comparison with a qualified occupational therapist. All of the Learning Outcome must be met for the student to pass the placement as a whole. Students may wish to use the evidence table included in this document to record ongoing progress against the learning outcomes and share during supervision

**The placement is graded on a pass/fail basis.**

The assessment form guides you through an appraisal of each learning outcome, with an area for comments to provide examples of how the criteria were demonstrated/met

Student and Educator summary forms are to be completed at midway and final evaluation points.

#### Midway Review/Formative Assessment

The review should be a discussion between the Practice Educator, the student, and (if appropriate) an additional Practice Education Supervisor, highlighting areas of progress across all Learning Outcomes. Student and Educator must complete the Midway Review sections in this document. Areas requiring further development and priorities to be addressed in the second half of the placement should be highlighted, agreed, and documented in the development plan section of the Midway Review form with a clear action plan as needed.

**Pass/fail should not be determined at this stage. However it should be explained clearly to a student if they are at risk of failing the placement and a clear action plan agreed with the student, educator and the University tutor (see the guidance notes on mid-way formative assessment in this document).**

The midway review is intended to be constructive, and to encourage the development of individual strengths, as well as to give feedback in order for the student to develop their knowledge and skills.

It is expected that students will prepare for the midway review by completing the ‘student’s self-evaluation” section. Students have been advised by the University to be prepared to evaluate their own knowledge and skill development, and to consider any other issues relating to the placement with the Practice Educator. **This section must be signed and dated by the student.**

**A midway contact should also be arranged by the student with a named University programme tutor, student and the placement educator to confirm progress.**  **If you consider the student to be at risk of failing the placement, then you need make the student, and the University practice placement tutor aware of this at the earliest opportunity and no later than the midway review. This will enable support for both educator and student to be made available**

Contact the Practice Education Co-ordinator: Ashleigh Gray, A.Gray2@napier.ac.uk

#### Final Assessment

Guidance is given for grading pass/fail below.

Written comments for each learning outcome and an overall summary must be provided along with a development plan for future practice. This should be dated and signed by the Practice Educator.

The final assessment should be constructive, and encourage the development of individual strengths as well as giving feedback aimed at developing the student’s knowledge and skills **All Learning Outcomes AND all criteria must be passed to achieve an overall pass.**

Mark a cross in each box to indicate if a pass/fail has been achieved.

**Students must prepare for the final evaluation by completing the Final “student self evaluation” section and be prepared to discuss these with the Practice Educator. Comments must be signed and dated by the student**

Where possible, include feedback from service users, including advice to students

#### Service user comments

Students are encouraged to consider the service user’s perspective on their performance as this is good professional practice. This will always be a voluntary process for the service user and agreed with the educator beforehand.

In some circumstances it may be more appropriate to gain feedback from carers, family members or other appropriate individuals rather than the service user, although it is recommended to seek this form the service user where possible.

#### Modifications

As part of the continual monitoring process this Assessment Record Document may be subject to modification or alteration. Therefore, check the webpage to ensure you have the most current version.

#### University Grade Descriptors: Practice Placement 2

|  |  |
| --- | --- |
| Grade  | Description  |
| Pass  | All criteria have been met  |
| Fail Unsatisfactory performance or non-attendance   | One or more criteria have not been met And/or: Demonstrates unprofessional behaviour and/or attitudes Demonstrates unsafe practice Demonstrates insufficient ability to communicate with and/or form/sustain professional relationships with others Demonstrates insufficient ability to problem solve, analyse, or evaluate Shows insufficient understanding of the application of theoretical principles and concepts to practice Demonstrates insufficient self- management skills More than six days of absence Where students who have approved Extenuating Circumstances are unable to achieve the attendance requirement of a practice module as a direct result of these circumstances, the placement will normally be discontinued and considered void at the point where minimum attendance cannot be achieved. In this situation, students would be required to repeat the module as a first attempt with the minimum attendance being achieved.  |

# Pre-placement

***Section for completion by the student***

Prior to Practice Placement 2 you will have completed your Practice Preparation Module and Practice Education ‘Passport’

You will have written/sent an introductory email to your practice educator.

You should write three personal goals for your placement. When writing these goals consider your learning needs, the experiences you have had in the past, pre-placement information, and your pre-placement letter sent to the clinical site. Make your goals ‘SMART’. You should discuss these with your Practice Educator during your first supervision session.

#### Practice Placement Personal Goals

1.

2.

3.

**Signature of student Date Signature of practice educator/s Date**

# Learning agreement / contract

For every placement students are required to negotiate a ‘learning agreement’ (contract) in collaboration with their Practice Educator(s). This will normally be agreed ***by Week 2*** of the Practice Placement, to allow time for the learning identified to be developed.

Use the box below to summarise your learning needs and the opportunities available to address these during this placement.

Learning agreement

**Signature of student:**

**Date**

**Signature of practice educator/s:**

**Date**

#### **Mid-way Formative assessment – Guidance for Action Planning**

|  |  |  |
| --- | --- | --- |
|  | **Criteria**  | **Action/resources**  |
| **Continue with progress**  | Is identified as working successfully towards ALL of the agreed learning outcomes | No remedial action is necessary. Continue as per original learning plan. Discussed during routine mid-way contact with University Tutor.  |
| **Additional Action required to demonstrate learning outcomes consistently in second part of placement**  | Is working successfully towards **MOST** of the agreed learning outcomes However, needs development in a specific area or areas  | Inform University Tutor of Action Plan status and arrange additional meetings as required.  Identify specific learning outcomes which need further development / learning. Signpost student to feedback and actions from earlier supervision meetings.  Identify how learning opportunities to support achievement will be provided.  Document all of the above. Regularly review the action plan with agreed timescales. |
| **Additional Action Plan** **required**  | Is NOT PROGRESSING as required to meet the agreed learning outcomes Failure to reach the approach level in these before the end of the placement will result in the student failing the placement | Inform University Tutor of Action Plan status and arrange tripartite meeting.  Identify specific learning outcomes which need further development / learning. Signpost student to feedback and actions from earlier supervision meetings – if necessary. Highlight where expected progress has not been demonstrated.  Identify how learning opportunities to support achievement will be provided  Document all of the above. Regularly review the action plan with agreed timescales (ie; weekly). Schedule review meeting with University Tutor. |

### Midway review – Student self-evaluation

Please provide a summary of development of your knowledge and skills at the midway of the practice placement and your areas for development for the second half of the placement.

Midway review self-evaluation

#### Areas for Development

**Signature of student Date:**

**Signature of Educator Date:**

### Midway review – Educator/Supervisor comments

Please provide a summary of development of the student’s knowledge and skills at the midway of the practice placement. Please record an agreed development plan for the second half of the placement.

# Midway review summary

Development plan

**Signature of practice educator Date Signature of student Date**

# Final Evaluation Assessment Report

#### Learning Outcome 1

***Demonstrate practice knowledge, applying occupation-centred principles within the***

***occupational therapy process in a service or community context, working within an equal opportunity and ethical framework.***

|  |  |
| --- | --- |
|   | Final assessment only  |
| **Criteria:**  | Pass  | Fail  |
| Demonstrates knowledge of relevance of occupation to people and/or populations and how this is applied within the practice setting   |   |   |
| Demonstrates knowledge of and able to apply the Occupational Therapy process within the context of the setting   |   |    |
| Demonstrates respect and the ability to work within an equal opportunity, ethical and rights-based framework  |   |   |
| **Comments** (including detail if any failed learning outcomes recorded)              |   |   |

**Has the student achieved Learning Outcome 1? Yes/ No**

#### Learning Outcome 2

***Recognise and discuss service changes, developments and policies that impact on practice contexts, recognising the scope of your own practice skills, when to seek advice and when to refer to others and the need for continued professional development.***

|  |  |
| --- | --- |
|   | Final assessment only  |
| **Criteria**:  | Pass  | Fail  |
| Shows an understanding of own scope of practice at this level, when to seek advice and when to refer to other’s  |   |   |
| Demonstrate an ability to identify and seek opportunities to continually develop own knowledge and skills  |   |   |
| Able to evaluate and manage own performance in relation to the requirements of Health Professions Council, Royal College of Occupational Therapists, service procedures and ensure safe practice  |   |   |
| Able to discuss and evaluate relevant legislation, policies, guidelines and identify impact or influence on service delivery and professional practice  |   |    |
| **Comments** (including detail if any failed learning outcomes recorded)              |   |   |

**Has the student achieved Learning Outcome 2? Yes/ No**

#### Learning Outcome 3

***Identify factors impacting on occupational engagement, participation or performance and collaborate with the individual and carer/family where appropriate to prioritise occupational needs.***

|  |  |
| --- | --- |
|   | Final assessment only  |
| **Criteria:**  | Pass  | Fail  |
| Demonstrates sensitivity and awareness of individual, family and social context in relation to occupational needs and priorities  |   |   |
| Identifies and analyses the range of elements, events and conditions that can impact occupational performance, participation and engagement  |   |    |
| Identifies, critically analyses and considers the impact of socio-economic factors on occupational opportunities, engagement and participation when working with individuals, groups and family/carers   |   |   |
| **Comments** (including detail if any failed learning outcomes recorded)                 |   |   |

**Has the student achieved Learning Outcome 3? Yes/ No**

#### Learning Outcome 4

***Demonstrate a range of clinical reasoning strategies: reflecting on own performance, assessment protocols, the setting, interventions, or resources available and desired outcomes***

|  |  |
| --- | --- |
|   | Final assessment only  |
| **Criteria:**  | Pass  | Fail  |
| Articulates and reflects on own clinical reasoning ability and consideration of the potential influences of local resources on desired outcomes  |   |   |
| Demonstrates the ability (appropriate to Practice Placement 2) to choose, assess and evaluate a range of assessment processes to inform intervention planning and/or decision making  |   |    |
| Demonstrates ability (appropriate to Practice Placement 2) to articulate and apply the theoretical concepts, approaches, evidence and knowledge informing decisions and planned outcomes  |   |   |
| **Comments** (including detail if any failed learning outcomes recorded)                |   |   |

**Has student the achieved Learning Outcome 4? Yes/ No**

#### Learning Outcome 5

***Apply and/or explain the use of occupations within a treatment process to facilitate change and/or quality of life with a range of individuals or groups, including options for adaptation, grading, education and environmental factors.***

|  |  |
| --- | --- |
|   | Final assessment only  |
| **Criteria:**  | Pass  | Fail  |
| Demonstrates and applies practice skills such as activity analysis, options for grading and/or adapting environments and facilitate learning or education of others  |   |   |
| Applies concepts of occupation-centred, occupation-based and occupation-focused approaches to practice options  |   |   |
| Able to justify rationale for possible reasons to cease or re-evaluate an intervention and factors that may influence this and take into account the role of other disciplines where appropriate  |   |   |
| **Comments** (including detail if any failed learning outcomes recorded)                   |   |   |

**Has the student achieved Learning Outcome 5? Yes/ No**

#### Learning Outcome 6

***Demonstrate communication skills with individuals, groups, carers and team members including formal/informal written and oral communication understanding the limits and importance of confidentiality, information governance and safe and effective use of health and social care information.***

|  |  |
| --- | --- |
|   | Final assessment only  |
| **Criteria:**  | Pass  | Fail  |
| Demonstrates appropriate written and verbal communication skills with individuals, cares/family, team members, other services and outside agencies  |   |   |
| Demonstrates understanding and abides by policies concerning confidentiality, information governance and own role and responsibilities  |   |    |
| Demonstrates professional behaviour, responsibility for self, manages own time, and seeks or generates own learning opportunities  |   |   |
| Shows an understanding of the importance of informed consent, obtains informed consent and able to identify potential challenges  |   |   |
| Demonstrates a safe, ethical and rights-based approach practice  |   |   |
| **Comments** (including detail if any failed learning outcomes recorded)               |   |   |

**Has the student achieved Learning Outcome 6? Yes/ No**

#### Final Assessment – Practice Educator Summary

*For completion by the practice educator*

Please provide a brief summary of the student’s placement experience at the end of placement, with a suggested development plan for next practice placement. Please write a maximum of five key learning and action development action points. There is a separate evaluation form to provide feedback on the experience of working with Edinburgh Napier University.

Final assessment summary

Development plan

**Signature of Practice Educator Date Signature of Student Date**

#### Final self-evaluation - Student Summary

*For completion by the student*

Please consider your placement experience overall and the development of your knowledge and practice skills. Please also comment on your development in relation to the learning outcomes for PP1. There is a separate evaluation form to provide feedback on the setting and the role of the University. You don’t have to but we encourage you to discuss any issues arising with your educator in a professional manner.

Placement experience and development of knowledge and skills

Comments on learning outcomes/plans for development

**Signature of Student Date**

##### To be completed by the Practice Educator and Student ONLY in the event of a failed placement

|  |
| --- |
| **Please summarise areas of concern (linked to placement learning outcomes and level of learning) and recommendations for future placement learning:**  |
|  |
| **Educator** **Signature**  |  | **Student Signature**  |  | **Date**  |  |

#### Service user comments

It is helpful the student’s development to have your comments on your experience of working with them. Please consider what you found helpful about working with them, and areas they may wish to reflect on or develop.

To protect your identity and so that the student can keep your feedback, **please don’t include personal information.**

|  |
| --- |
|                           |

# Appendix 1

**School of Health and Social Care**

**MSc Occupational Therapy (Pre-registration) programme**

**Checking student identity and attendance monitoring during practice placements**

#### **Identity check**

To enable an identity check –we have asked all students to show the Practice Educator (or Practice Education Supervisor) their Matriculation card. This card shows the photograph and name of the student.

All Practice Educators (or Practice Education Supervisors) are asked to sign the declaration below, to indicate that the photograph matches the student who has arrived on placement. Contact Ashleigh Gray (A.Gray2@napier.ac.uk) immediately if there is a discrepancy.

#### **Attendance**

We require that all students inform their Practice Educator (or Practice Education Supervisor) using the local service/team absence procedure. Absence must be reported to the University should they be unable to attend their placement on any given day. Where the student has an agreed absence from placement, we ask that the Practice Educator (or Practice Education Supervisor) informs the University of this arrangement within a 48 hour period.

**In the event that a student has an unauthorised/unexpected absence from placement, we ask that the Practice Educator (or Practice Education Supervisor) informs the University of this absence immediately** **via the Placement Tutor or the Programme Lead**

#### **Practice Educator Declaration**

I have seen the student’s matriculation card and can confirm that the photograph on the card matches the student on practice placement.

I understand the actions I should take in the event of any student absence from practice placement.

|  |  |
| --- | --- |
| Name of Student:  |  |
| Programme of Study: MSc Occupational therapy (Pre-registration )  | Practice Placement Number: PP1; PP2; PP3; PP4 *(circle as appropriate)*  |
| Placement Site  | Dates of practice placement:   |
| Practice Educator signature:  | Date:   |