

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

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Practice Placement 4 Assessment Document

2024

**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 4: Information and guidance for practice educators

#### Practice Placement 4 Duration

This placement is eight weeks’ duration and 37.5 hours full-time. Students are expected to 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 4 Learning Outcomes

On completion of Practice Placement 4 it is expected that the student will be able to meet the following Learning Outcomes:

LO1 Appreciate the broader and global contexts of service provision and populations and the importance of these to occupational therapy practice within changing environments

LO2 Seek out evidence and apply new information, using own initiative and skills, to develop occupational therapy practice and/or occupational therapy role potential, while valuing the contributions of others

LO3 Demonstrate professional practice skills, interactions, and knowledge to work with people/populations who have complex needs, considering socio-economic and cultural factors to a level that reflects the core knowledge and practice skills of a new practitioner

LO4 Take personal responsibility and accountability for managing or leading on agreed cases or a relevant project, adhering to relevant policies/standards/guidelines, exercising a professional duty of care and understanding the principles of safeguarding and informed decision making contributing to safe and effective practice

LO5 Demonstrate and discuss relevant clinical reasoning processes and person-centred practice when delivering all aspects of the occupational therapy process to facilitate change

LO6 Demonstrate a range of professional communication skills. Evaluate your personal professional conduct and critically evaluate your responsibilities and performance in providing a safe, effective practice within a rights-based approach to practice. Identify your future learning needs based on the RCOT career development framework.

#### 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](mailto: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](mailto: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 3

|  |  |
| --- | --- |
| 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 1 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

***Appreciate the broader and global contexts of service provision and populations and the importance of these to occupational therapy practice within changing environments***

|  |  |  |
| --- | --- | --- |
|  | Final assessment only | |
| Criteria: | Pass | Fail |
| Recognises and appraises the broader and global contexts of service provision and impact on relevant populations |  |  |
| Understand the importance of changing contexts on occupational therapy practice and ability to respond and adapt in changing environments |  |  |
| **Comments** (including detail if any failed learning outcomes recorded) |  |  |

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

#### Learning Outcome 2

***Seek out evidence and apply new information, using own initiative and skills, to develop occupational therapy practice and/or occupational therapy role potential, while valuing the contributions of others***

|  |  |  |
| --- | --- | --- |
|  | Final assessment only | |
| Criteria: | Pass | Fail |
| Uses initiative and skills to seek appropriate evidence to develop occupational therapy practice and/or develop role potential |  |  |
| Apply evidence and information to deliver evidence-informed occupational therapy practice |  |  |
| Value the contribution of colleagues, individuals/groups and other agencies or stakeholders in developing or promoting occupational therapy practice to benefit people, communities or populations |  |  |
| **Comments** (including detail if any failed learning outcomes recorded) |  |  |

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

#### Learning Outcome 3

***Demonstrate professional practice skills, interactions, and knowledge to work with people/populations who have complex needs, considering socio-economic and cultural factors to a level that reflects the core knowledge and practice skills of a new practitioner***

|  |  |  |
| --- | --- | --- |
|  | Final assessment only | |
| Criteria: | Pass | Fail |
| Demonstrate professional practice skills, interactions and practice knowledge with appropriate, clear forms of communication with a range of people, colleagues, agencies and stakeholders |  |  |
| Demonstrate ability to work with people/populations who have complex needs to a level that reflects the core knowledge and professional  practice skills for transition to a new practitioner |  |  |
| Consider how socio-economic and cultural factors influence people and/or populations’ occupational opportunities and engagement and how this informs professional decision-making |  |  |
| **Comments** (including detail if any failed learning outcomes recorded) |  |  |

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

#### Learning Outcome 4

***Take personal responsibility and accountability for managing or leading on agreed cases or a relevant project, adhering to relevant policies/standards/guidelines, exercising a professional duty of care and understanding the principles of safeguarding and informed decision making contributing to safe and effective practice***

|  |  |  |
| --- | --- | --- |
|  | Final assessment only | |
| Criteria: | Pass | Fail |
| Takes personal responsibility and accountability for managing/leading on specific cases or relevant projects |  |  |
| Demonstrates understanding of and ability to adhere to policies/standards/guidelines and contributes to safe and effective practice |  |  |
| Exercising a professional duty of care and understanding of the principles of safeguarding, risk management and informed decision making, maintaining accurate and timely records |  |  |
| **Comments** (including detail if any failed learning outcomes recorded) |  |  |

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

#### Learning Outcome 5

***Demonstrate and discuss relevant clinical reasoning processes and person-centred practice when delivering all aspects of the occupational therapy process within the context of the practice setting***

|  |  |  |
| --- | --- | --- |
|  | Final assessment only | |
| Criteria: | Pass | Fail |
| Demonstrate and discuss relevant clinical reasoning processes to justify/support decision-making, maintaining person-centred practice and collaboration |  |  |
| Undertakes all aspects of provision, promoting person-centred or community focused approaches to assessment, formulation, planning and delivery within the practice context |  |  |
| **Comments** (including detail if any failed learning outcomes recorded) |  |  |

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

#### Learning Outcome 6

***Evaluate your personal and professional performance/conduct and identify your future learning needs and the strategies to meet own needs***

|  |  |  |
| --- | --- | --- |
|  | Final assessment only | |
| Criteria: | Pass | Fail |
| Accurately evaluates personal and professional performance/conduct, including strengths and areas for development |  |  |
| Identifies future learning needs and plans/resources for meeting these needs |  |  |
| **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 and identify plans for own 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:** | | | | | |
| **The above points should be discussed between student and personal tutor prior to resit** | | | | | |
| **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](mailto: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: |