



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

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Practice Placement 2 Assessment Document

September 2018

**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: RCOT APPLE Accredited Practice Educator: Yes/ No (circle as appropriate)
Practice Educator Training Record 2	Date/Year last University Practice Education Event: University: RCOT APPLE Accredited Practice Educator: Yes/ No (circle as appropriate)
Placement Area	
Overall Grade	PASS/FAIL (circle <u>one</u> only)
Placement Dates	From <input type="text"/> To <input type="text"/>
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. There is an expectation students attend 100% of the time allocated. However, students will normally be permitted a maximum of six days of approved absence to allow for unavoidable absences, such as ill health, which equates to a minimum attendance of 85%. This is to ensure that they are able to meet the learning outcomes of the module and that they have sufficient practice placement hours on graduation in order 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 clinical 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 and apply occupations and Occupational Therapy Process in a service or community context and work 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, when to seek advice and when to refer to others.

LO3 Identify factors impacting on occupational performance and collaborate with the individual to prioritise factors.

LO4 Demonstrate a range of clinical reasoning strategies: reflecting on own performance, assessment protocols, the setting, interventions available and desired outcomes and the need for continued professional development.

LO5 Use occupation within a treatment process to facilitate change and/or quality of life with a range of individual and/or groups and as part of a multi-disciplinary team.

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 website is under-development in order that Practice Educators can 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 Co-ordinator of this absence by e-mail immediately.

Practice Education Co-ordinator: Dr Dawn Drury – email; D.Drury@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. 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 practice, conduct & ethics](#)

[Health and Care Professions Council \(2016\) Guidance on conduct and ethics for students](#)

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 Dr Dawn Drury. Email - D.Drury@napier.ac.uk

## 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 Outcomes must be met for the student to pass the placement as a whole.

The placement is graded on a pass/fail basis.

The assessment form guides you through an appraisal of each learning outcome, where both you and the student can comment at midway and the final evaluation.

This is followed by the summary forms to be completed at midway and final evaluation points.

## Midway Review

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. 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.

Written feedback should be documented by the Practice Educator and student relating to each Learning Outcome in the assessment form.

**Pass/fail should not be determined at this stage, although it should be made explicit to the student and the University Placement Tutor if a student is at risk of failing.**

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 midway comments' sections for each Learning Outcome. 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. **The comments section must be signed and dated by the student.**

**If you consider the student to be at risk of failing the placement, then you need make the student, and the University aware of this preferably no later than the midway review.**

Contact the Practice Education Co-ordinator: Dr Dawn Drury. Email: D.Drury@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

Students must pass all Learning Outcomes.

**All criteria within each Learning Outcome 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 "student's comments" sections 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.

The student should negotiate with you how they wish to receive service user feedback

Always discuss with your Practice educator before approaching a service user for feedback.

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	<p><b>One or more criteria have not been met</b></p> <p>And/or:</p> <ul style="list-style-type: none"> <li>Demonstrates unprofessional behaviour and/or attitudes</li> <li>Demonstrates unsafe practice</li> <li>Demonstrates insufficient ability to communicate with and/or form/sustain professional relationships with others</li> <li>Demonstrates insufficient ability to problem solve, analyse, or evaluate</li> <li>Shows insufficient understanding of the application of theoretical principles and concepts to practice</li> <li>Demonstrates insufficient self- management skills</li> <li>More than six days of absence</li> </ul> <p>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.</p>



## 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 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 2 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**

## Learning outcome evaluation

### Learning Outcome 1

***Demonstrate practice knowledge and apply occupations and the Occupational Therapy process in a service or community context and work within an equal opportunity and ethical framework.***

- Demonstrates knowledge of and able to apply occupations to the work context
- Demonstrates knowledge of and able to apply the Occupational Therapy process
- Demonstrates the ability to work within an equal opportunity and ethical framework

#### **Practice educator comments – Learning outcome 1**

*(Comments to be recorded in preparation for the midway review and final evaluation)*

**Midway review comments**

**Final evaluation comments**

**Student's comments - Learning outcome 1**

*(Comments to be recorded in preparation for the midway review and final evaluation)*

**Midway review comments**

**Final evaluation comments**

## Learning Outcome 2

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

- Demonstrates recognition of and able to discuss service changes, developments and policies that impact on practice contexts
- Demonstrates an understanding of recognising the scope of your own practice, when to seek advice, and when to refer to others

### **Practice educator's comments - Learning Outcome 2**

*(Comments to be recorded in preparation for the midway review and final evaluation)*

**Midway review comments**

**Final evaluation comments**

**Student's comments - Learning outcome 2**

*(Comments to be recorded in preparation for the midway review and final evaluation)*

**Midway review comments**

**Final evaluation comments**

### Learning Outcome 3

**Identify factors impacting on occupational performance and collaborate with the individual to prioritise factors.**

- Demonstrates the ability to identify factors that impact on the occupational performance of the person
- Demonstrates the ability to prioritise those factors which impact on the occupational performance of the person

#### **Practice educator's comments- Learning Outcome 3**

*(Comments to be recorded in preparation for the midway review and final evaluation)*

**Midway review comments**

**Final evaluation comments**

**Student's comments - Learning outcome 3**

*(Comments to be recorded in preparation for the midway review and final evaluation)*

**Midway review comments**

**Final evaluation comments**



## Learning Outcome 4

***Demonstrate a range of clinical reasoning strategies: reflecting on own performance, assessment protocols, the setting, interventions available and desired outcomes and the need for continued professional development***

- Demonstrates the ability to reflect on own performance
- Demonstrates the ability to use assessments and follow assessment protocols and/or outcome measure from the setting
- Demonstrates the ability to undertake continued professional development

### **Practice educator's comments- Learning Outcome 4**

*(Comments to be recorded in preparation for the midway review and final evaluation)*

**Midway review comments**

**Final evaluation comments**

**Student's comments - Learning outcome 4**

*(Comments to be recorded in preparation for the midway review and final evaluation)*

**Midway review comments**

**Final evaluation comments**

## Learning Outcome 5

***Use occupation within a treatment process to facilitate change and/or quality of life with a range of individuals and/or groups and as part of a multi-disciplinary team***

- Demonstrates the ability to use occupation appropriate to the practice education level within a treatment process to facilitate change/improve or maintain acceptable quality of life with a range of individuals and/or groups and (if appropriate) as part of a multi-disciplinary team

### **Practice educator's comments- Learning Outcome 5**

*(Comments to be recorded in preparation for the midway review and final evaluation)*

**Midway review comments**

**Final evaluation comments**

**Student's comments - Learning Outcome 5**

*(Comments to be recorded in preparation for the midway review and final evaluation)*

**Midway review comments**

**Final evaluation comments**

## Learning Outcome 6

***Demonstrate communication skills with individuals, 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***

- Demonstrates appropriate communication skills with individuals, carers and team members including formal/informal written and oral communication
- Demonstrates an understanding of the limits and importance of confidentiality, information governance and safe and effective use of health and social care information

### **Practice educator's comments- Learning Outcome 6**

*(Comments to be recorded in preparation for the midway review and final evaluation)*

**Midway review comments**

**Final evaluation comments**

**Student's comments - Learning Outcome 6**

*(Comments to be recorded in preparation for the midway review and final evaluation)*

**Midway review comments**

**Final evaluation comments**

## Midway review

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

### Learning Outcome 1

***Demonstrate practice knowledge and apply occupations and the Occupational Therapy process in a service or community context and work within an equal opportunity and ethical framework.***

	Final assessment only	
Criteria:	Pass	Fail
Demonstrates knowledge of and able to apply occupations to the work context		
Demonstrates knowledge of able to apply the Occupational Therapy process		
Demonstrates the ability to work within an equal opportunity and ethical framework.		

**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, when to seek advice, and when to refer to others.***

	Final assessment only	
Criteria:	Pass	Fail
Demonstrates recognition of and able to discuss service changes, developments and policies that impact on practice contexts		
Demonstrates an understanding of own scope of practice, when to seek advice, and when to refer to others.		

**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 factors.**

	Final assessment only	
Criteria:	Pass	Fail
Demonstrates the ability to identify factors impacting on occupational performance of individuals		
Demonstrates the ability to prioritise the factors impacting on the occupational performance of individuals		

**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 available and desired outcomes and the need for continued professional development.***

	Final assessment only	
Criteria:	Pass	Fail
Demonstrates the ability to reflect on own performance		
Demonstrates the ability to follow assessment protocols and/or outcome measure from the setting		
Demonstrates the ability to undertake continued professional development		

**Has student the achieved Learning Outcome 4?**

**Yes/ No**

## Learning Outcome 5

***Use occupation within a treatment process to facilitate change and/or quality of life with a range of individual and/or groups and as part of a multi-disciplinary team***

	Final assessment only	
Criteria:	Pass	Fail
Demonstrates the ability to use occupation appropriate to the practice education level within a treatment process to facilitate change, improve or maintain an acceptable quality of life with a range of individuals and/or groups and (if appropriate) as part of a multi-disciplinary team		

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

## Learning Outcome 6

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

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

## Final evaluation – 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 evaluation summary

Development plan

**Signature of Practice Educator**

**Date**

## Final 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

**Signature of Student**

**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 Dr Dawn Drury - [D.Drury@napier.ac.uk](mailto:D.Drury@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 procedures for reporting absence. Students must also register their absence with 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.**

##### 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 ( <i>circle as appropriate</i> )
Placement Site	Dates of practice placement:
Practice Educator signature:	Date:

