



MSc OCCUPATIONAL THERAPY (Pre-Registration)

Practice Placement 3 Assessment

September 2018

School of Health and Social Care
EDINBURGH NAPIER UNIVERSITY

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Summary page

Student name		
Student matriculation number		
Practice Educator 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	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 3: Information and guidance for Practice Educators

Practice Placement 3 - Duration

This placement is eight weeks duration and 37.5 hours full-time. Students are expected to attend 100% of the time allocated. 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 meet the learning outcomes of the module and 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 Practice Education Lead if they will be absent from placement.

Practice Placement 3 - Learning Outcomes

On completion of Practice Placement 3 it is expected that the student will be able to meet the following Learning Outcomes:

1. Apply and adapt specific practice knowledge to service users/carers and others while communicating effectively and self-managing to enhance continuing professional development
2. Critique the evidence for occupational therapy in an identified practice setting and identify research questions and appropriate research methods
3. Examine local, national and global impacts on occupational therapy provision, including emerging areas of practice
4. Demonstrate clinical reasoning processes and the ability to prioritise, manage and evaluate appropriate interventions with a range of service users while showing understanding of team members' contribution to health and social care practice including the role of training, supervision and mentoring
5. Apply the occupational therapy process in a service context considering sustainability and maintaining a person-centred approach

Practice-based learning website

Practice Educators can access information and paperwork required [here](#)

Checking student identity

Student identity must be confirmed at the start of each practice placement. 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 Lead of this absence by e-mail immediately.

Practice Education Lead: 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 placement, to allow time for the learning identified to be developed.

Reflective diary

Students are expected to use 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 can share.

Portfolio of evidence

As part of their professional development, students are compiling a portfolio as they throughout their degree. We recommend 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, day-to-day supervision may be by another professional. They will contribute to the supervision session together with your Practice Educator. Alternatives to face-to-face meetings (e.g. telephone, 'Skype' or another method) can be used where this optimises the student experience of practice based learning.

Monitoring student's professional conduct during practice placement

Student's professional conduct should be continuously monitored during practice placement guided by:

- Health and Care Professions Council Guidance on Conduct and Ethics for Students (HCPC 2016) (<https://www.hcpc-uk.org/assets/documents/10004EDFStandardsofconduct,performanceandethics.pdf>)
- The Royal College of Occupational Therapists Code of Ethics and Professional Conduct (2021) <https://www.rcot.co.uk/publications/professional-standards-occupational-therapy-practice-conduct-and-ethics>

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 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 Learning Outcomes must be met for the student to pass the placement.

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 on-site supervisor, highlighting areas of progress across all Learning

Outcomes. Areas requiring further development and priorities to address 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.

The Midway Review is intended to be constructive, to encourage development of individual strengths and to give feedback for the student to develop their knowledge and skills.

Students are expected to prepare for the Midway Review by completing the 'student 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, you need make the student and the University aware of this, preferably no later than the midway review.

Contact the Practice Education Lead: 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, encouraging 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 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 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 from the service user where possible.

Modifications

As part of the continual monitoring process this Assessment form may be subject to modification or alteration. Therefore, check the webpage to ensure you have the 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 3 you will have completed your Preparation for Practice module and Practice Education Passport.

You will have written 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 site. Make your goals 'SMART'. You should discuss these with your Practice Educator during your first supervision session.

Practice Placement 3 Personal Goals

1.

2.

3.

Signature of student

Date

Signature of Practice Educator/s

Date

Learning agreement

For every placement, students are required to negotiate a 'learning agreement' with their Practice Educator(s). This will normally be agreed **by Week 2** of the 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

Apply and adapt specific practice knowledge to service users/carers and others while communicating effectively and self-managing to enhance continuing professional development

- Identify and apply specific practice knowledge to service users/carers and others
- Adapt specific practice knowledge for service users/carers and others in the practice setting
- Communicate specific practice knowledge effectively to different groups
- Self-manage development of practice specific knowledge to enhance continuing professional development

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 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

Critique the evidence for occupational therapy in an identified practice setting and identify research questions and appropriate research methods

- Identify and critique the evidence for occupational therapy in the identified practice setting
- Identify research questions and appropriate research methods

Practice Educator comments - Learning Outcome 2

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

Midway review comments

Final evaluation comments

Student 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

Examine local, national and global impacts on occupational therapy provision, including emerging areas of practice

- Identify and examine relevant local, national and global impacts on occupational therapy provision, including in emerging practice areas

Practice Educator comments- Learning Outcome 3

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

Midway review comments

Final evaluation comments

Student 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 clinical reasoning processes and the ability to prioritise, manage and evaluate appropriate interventions with a range of service users while showing understanding of team members' contribution to health and social care practice including the role of training, supervision and mentoring

- Demonstrate use of clinical reasoning to prioritise, manage and evaluate appropriate interventions with a range of service users
- Demonstrate understanding of team members' contributions to health and social care practice
- Demonstrate understanding of importance of training, supervision and mentoring including across team members

Practice Educator comments- Learning Outcome 4

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

Midway review comments

Final evaluation comments

Student 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

Apply the occupational therapy process in a service context considering sustainability and maintaining a person-centred approach

- Demonstrates ability to apply the occupational therapy process in a service context
- Demonstrates consideration of sustainability when applying the occupational therapy process
- Demonstrates person-centred approach in applying the occupational therapy process

Practice Educator comments- Learning Outcome 5

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

Midway review comments

Final evaluation comments

Student comments - Learning Outcome 5

(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

Apply and adapt specific practice knowledge to service users/carers and others while communicating effectively and self-managing to enhance continuing professional development

	Final assessment only	
Criteria:	Pass	Fail
Identify and apply specific practice knowledge to service users/carers and others		
Adapt specific practice knowledge for service users/carers and others in the practice setting		
Communicate specific practice knowledge effectively to different groups		
Self-manage development of practice specific knowledge to enhance continuing professional development		

Has the student achieved Learning Outcome 1?

Yes/ No

Learning Outcome 2

Critique the evidence for occupational therapy in an identified practice setting and identify research questions and appropriate research methods

	Final assessment only	
Criteria:	Pass	Fail
Identify and critique the evidence for occupational therapy in the identified practice setting		
Identify research questions and appropriate research methods		

Has the student achieved Learning Outcome 2?

Yes/ No

Learning Outcome 3

Examine local, national and global impacts on occupational therapy provision, including emerging areas of practice

	Final assessment only	
Criteria:	Pass	Fail
Identify and examine relevant local, national and global impacts on occupational therapy provision, including in emerging practice areas		

Has the student achieved Learning Outcome 3?

Yes/ No

Learning Outcome 4

Demonstrate clinical reasoning processes and the ability to prioritise, manage and evaluate appropriate interventions with a range of service users while showing understanding of team members' contribution to health and social care practice including the role of training, supervision and mentoring

	Final assessment only	
Criteria:	Pass	Fail
Demonstrate use of clinical reasoning to prioritise, manage and evaluate appropriate interventions with a range of service users		
Demonstrate understanding of team members' contributions to health and social care practice		
Demonstrate understanding of importance of training, supervision and mentoring including across team members		

Has the student achieved Learning Outcome 4?

Yes/ No

Learning Outcome 5

Apply the occupational therapy process in a service context considering sustainability and maintaining a person-centred approach

- Demonstrates ability to apply the occupational therapy process in a service context
- Demonstrates consideration of sustainability when applying the occupational therapy process
- Demonstrates person-centred approach in applying the occupational therapy process

	Final assessment only	
Criteria:	Pass	Fail
Demonstrates ability to apply the occupational therapy process in a service context		
Demonstrates consideration of sustainability when applying the occupational therapy process =		
Demonstrates person-centred approach in applying the occupational therapy process		

Has the student achieved Learning Outcome 5?

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 PP3. 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 for 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 Dawn Drury email D.Drury@napier.ac.uk immediately if there is a discrepancy.

Attendance

We require that all students inform their Practice Educator (or on-site supervisor) and 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 on-site supervisor) informs the University of this arrangement within 48 hours.

In the event that a student has an unauthorised/unexpected absence from placement, we ask that the Practice Educator (or on-site 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 placement:
Practice Educator signature:	Date: