



MSc OCCUPATIONAL THERAPY (Pre-Registration)

Practice Placement 4 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(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	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. 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 Practice Educator and the Practice Education 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 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 while valuing the contributions of others

LO3 Demonstrate professional practice skills, interactions, and knowledge to work with service users who have complex psychosocial, psychological, and/or physical needs to a level that reflects the core knowledge and practice skills of a new practitioner

LO4 Take personal responsibility and accountability for managing a caseload (or project) undertaking all aspects of provision prioritising service users within the practice context and exercising a professional duty of care and understanding the principles of safeguarding and informed decision making

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 Evaluate your personal and professional performance/conduct and identify your future learning needs

Practice-based learning support 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. 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 Lead of this absence by e-mail immediately.

Practice Education Lead: 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 may be 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

- 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

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.

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.

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 Lead: Dr Dawn Drury email D.Drury@napier.ac.uk

Final Assessment

Guidance is given for grading pass/fail below.

As this is the first practice placement, it is anticipated students will require GUIDANCE and SUPPORT in order to achieve a pass grade for each learning outcome.

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 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 4

Grade	Description
Pass	All criteria have been met
Fail Unsatisfactory performance or non-attendance	<p>One or more criteria have not been met</p> <p>And/or:</p> <p>Demonstrates unprofessional behaviour and/or attitudes</p> <p>Demonstrates unsafe practice</p> <p>Demonstrates insufficient ability to communicate with and/or form/sustain professional relationships with others</p> <p>Demonstrates insufficient ability to problem solve, analyse, or evaluate</p> <p>Shows insufficient understanding of the application of theoretical principles and concepts to practice</p> <p>Demonstrates insufficient self- management skills</p> <p>More than six days of absence</p> <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 4 you will have completed your Practice Preparation Module and Practice Education 'Passport'

You will have written to your Practice Educator. **You should attach a copy of the letter sent to your clinical placement to your assessment form.**

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 4 – 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

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

- Recognises and appraises the broader and global contexts of service provision
- Understand the importance of changing contexts on occupational therapy provision

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

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

- Uses initiative and skills to seek appropriate evidence to develop occupational therapy practice
- Apply evidence and information to deliver evidence-based occupational therapy practice
- Value the contribution of colleagues, service users/carers and others in developing occupational therapy practice

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

Demonstrate professional practice skills, interactions and practice knowledge to work with service users who have complex psychosocial, psychological and/or physical needs to a level that reflects the core knowledge and practice skills of a new practitioner

- Demonstrate professional practice skills, interactions and practice knowledge
- Demonstrate ability to work with service users who have complex psychosocial, psychological and/or physical needs to a level that reflects the core knowledge and professional practice skills of a new practitioner

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

Take personal responsibility and accountability for managing a caseload (or project) undertaking all aspects of provision prioritising service users within the practice context and exercising a professional duty of care and understanding the principles of safeguarding and informed decision making

- Takes personal responsibility and accountability for managing a caseload (or project)
- Undertakes all aspects of provision, prioritising service users within the practice context
- Exercising a professional duty of care and understanding of the principles of safeguarding and informed decision making

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

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

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

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

Evaluate your personal and professional performance/conduct and identify your future learning needs

- Accurately evaluates personal and professional performance/conduct
- Identifies future learning needs

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

Appreciate the broader and global contexts of service provision 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		
Understand the importance of changing contexts on occupational therapy provision		

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 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		
Apply evidence and information to deliver evidence-based occupational therapy practice		
Value the contribution of colleagues, service users/carers and others in developing occupational therapy practice		

Has the student achieved Learning Outcome 2?

Yes/ No

Learning Outcome 3

Demonstrate professional practice skills, interactions and practice knowledge to work with service users who have complex psychosocial, psychological and/or physical needs 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		
Demonstrate ability to work with service users who have complex psychosocial, psychological and/or physical needs to a level that reflects the core knowledge and professional practice skills of a new practitioner		

Has the student achieved Learning Outcome 3?

Yes/ No

Learning Outcome 4

Take personal responsibility and accountability for managing a caseload (or project) undertaking all aspects of provision prioritising service users within the practice context and exercising a professional duty of care and understanding the principles of safeguarding and informed decision making

	Final assessment only	
Criteria:	Pass	Fail
Takes personal responsibility and accountability for managing a caseload (or project)		
Undertakes all aspects of provision, prioritising service users within the practice context		
Exercising a professional duty of care and understanding of the principles of safeguarding and informed decision making		

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 to facilitate change

	Final assessment only	
Criteria:	Pass	Fail
Demonstrate and discuss relevant clinical reasoning processes and person-centred practice		
Delivering all aspects of the occupational therapy process to facilitate change using clinical reasoning processes and person-centred practice		

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

	Final assessment only	
Criteria:	Pass	Fail
Accurately evaluates personal and professional performance/conduct		
Identifies future learning needs		

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 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 Practice Education 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 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: