



**Northumbria
University**
NEWCASTLE

Faculty of Health and Life Sciences

Professional Practice Placements Handbook

**BSc (Hons) Occupational Therapy
MSc (pre-registration) Occupational Therapy
(2017 validated programmes)**

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It is an expectation that all students will fulfil all placement hours for each placement. However, sometimes due to sickness or other personal circumstances, a decision needs to be made whether a placement is still viable within a reduced time. In these

instances, we normally consider a placement viable if two thirds of the allocated placement hours have been completed. Alongside looking at the number of hours completed, consideration will be given to whether the student had sufficient time, and provided sufficient evidence, to meet the required competencies at the identified level of learning..... 24

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QUICK REFERENCE INFORMATION:

Name of programmes:	BSc (Hons) Occupational Therapy MSc (pre-registration) Occupational Therapy
Address:	Northumbria University Faculty of Health & Life Sciences Coach Lane Campus Benton Newcastle upon Tyne NE7 7XA
Tel No:	0191 215 6641
Fax No:	0191 215 6303
To record sickness or absence during placement:	ask4help@northumbria.ac.uk
BSc Programme Leader:	Stephanie Whittington - 0191 2156542 stephanie.whittington@northumbria.ac.uk
MSc Programme Leaders:	Dr Tracy Collins – 0191 215 6608 tracy.l.collins@northumbria.ac.uk
Practice Placement Liaison Tutor	Gemma Bradley - 0191 215 6289 gemma.bradley@northumbria.ac.uk
Placements Administrators (OT):	Jonathon Devitt – 0191 2156474 jonathon.devitt@northumbria.ac.uk Kevin Sugden - 0191 215 6088 kevin.sugden@northumbria.ac.uk
<u>Occupational Therapy Lecturers:</u>	
Dr Helen Atkin – 0191 215 6271 helen.atkin2@northumbria.ac.uk Gemma Bradley - 0191 215 6289 gemma.bradley@northumbria.ac.uk Dr Dawn Drury – Tel TBC dawn.drury@northumbria.ac.uk Dr Tracy Collins – 0191 215 6608 tracy.l.collins@northumbria.ac.uk	Julie Lowe - 0191 215 6061 julianne.lowe@northumbria.ac.uk Sandy Moffat - 0191 215 6633 sandy.moffat@northumbria.ac.uk Helen Truran – 0191 215 6252 helen.truran@northumbria.ac.uk Stephanie Whittington 0191 2156542 stephanie.whittington@northumbria.ac.uk

INTRODUCTION

Welcome to Northumbria University and the Faculty of Health and Life Sciences.

This handbook has been designed to give you an overall picture of placement organisation and how it affects you, either as a student or practice placement educator (PPE). Please read it carefully so that you can make best use of placement experience.

Practice placements are an integral part of the occupational therapy programmes. For all occupational therapy students, placements constitute approximately 1/3rd of the programme and 1000 hours must be passed on placement to enable registration with the Health and Care Professions Council (HCPC), (HCPC, 2014).

All placements are provided in collaboration with colleagues from other organisations which may be NHS services, social services, schools, charities, private practice, etc. It is imperative that we work closely with the staff within these organisations and that all parties are clear about the roles and responsibilities they have. Practice placement educators are encouraged to attend Educator Courses and regular updates at the University, ensuring their own continuing professional development (CPD) and helping maintain quality of placement opportunities.

Northumbria University aims to ensure that students have a meaningful placement experience. As part of this process, students need to understand how placements are organised; the support provided and the policies and procedures that guide the administrator, lecturers, students and placement staff (HCPC, 2014).

It is hoped that the content of this handbook is comprehensive, and assists with ensuring practice placement is a valuable and enjoyable learning experience for all those involved.

PROFESSIONAL PRACTICE PLACEMENT

RATIONALE OF PRACTICE PLACEMENT

Practice placement and university learning is integrated throughout the programmes and provides progression in the development of competence to practice. In order to satisfy the requirements of The World Federation of Occupational Therapists (WFOT), the College of Occupational Therapists (COT) and the Health and Care Professions Council (HCPC) a minimum 1000 hours of practice placement must be successfully completed (HCPC, 2014; COT, 2014; WFOT, 2002). Practice placement takes place at specific times during each academic year, please see diagram of programme structures, (Appendix 1). Within both the BSc and MSc programmes, there are four periods of practice placement. The experience gained will represent a variety of areas of occupational therapy practice and will cover mental health and physically oriented services, community and institutional settings and across a range of age groups. Non-traditional and emerging roles are also a key part of placement experiences (see page 13).

The timing and length of placements has been reviewed following discussions and evaluation with students, staff and practice placement educators. The new structure is a result of discussions with practice placement co-ordinators, practice placement educators and student representatives and combines current successful features of longer periods of placement at appropriate times at each level of study.

The principle features of the structure of practice placement are that:

- the student has gained the necessary theoretical, practical and professional preparation prior to practice placement at each level.
- new learning, application and rehearsal are facilitated by increasing the length of placement as the programme progresses.
- the contribution the student is able to make to the delivery of occupational therapy is reflected in the length of the placements.
- there is adequate time for students to reflect on placement learning in respect of personal and professional development and integration with university learning.
- at levels 5 and 6 practice placement is integrated with enquiry and research and assists with identifying the evidence base to practice.
- the student develops professional and personal key skills as they progress through the programme.
- students at different education levels have the opportunity to learn together and with other health and social care students.

The way the placement is integrated in to the programme differs slightly between the BSc and MSc programmes. For the BSc programme, practice placements are academic modules in their own right, with the preparation for, and reflection upon, the placement experience contributing to the whole module. For the MSc programme, because there are less academic modules (over a shorter time of 2 years, rather than 3), placements are integrated in to modules which have a broader remit and focus.

Learning outcomes in the module descriptors relate to and support each of the practice placements. Students are also expected to set specific personal learning outcomes for each practice placement. For each practice placement, every student is allocated a practice placement educator who is a qualified occupational therapist and/or trained as a practice placement educator. Each student is also allocated a personal tutor from the core team based in the university.

With the exceptions of placement 3 in the BSc (Hons) programme, and placement C in the MSc (pre-registration) programme, all placements are organised by university staff. University organised placements take place within the geographical boundaries of the NHS Northern and Yorkshire Region. Placement 3/C is an elective placement, in respect of the speciality to be experienced and the location. In consultation with the programme and placement team, students will make their choice within the usual constraints of costs, travel, accommodation etc. This placement may be in the UK or overseas. The overall profile of each student's practice placement is monitored by the university team and maintained by the placements office staff, and a spread of experience is assured for each student.

As all placements are linked with academic modules, the assignments are designed to encourage integration of practice and theory. While on placement the students will have time allocated to other practice setting learning which will be linked to university modules. Hours allocated to practice placement, i.e. those hours that contribute to registration and the hours for other learning will vary according to the student's level of learning.

LEVELS OF STUDY

The areas of learning within the 2 programmes; content, depth and breadth of study, mode of learning and assessment are organised to ensure appropriate academic rigour at each level of study.

It is important to remember that although the students on the MSc (pre-registration) programme study at level 7 academically they are still pre-registration students and therefore are developing the same level of competency in practice as the BSc (Hons) students.

The following shows how practice placement is divided into 3 levels of study.

Level 4

The student will be able to:

- demonstrate a sound foundation of underpinning areas of learning necessary for subsequent development.
- show appreciation of basic concepts which inform professional practice.
- practice at a safe level and demonstrate interpersonal competence.
- effectively use information resources.

Level 5

The student will be able to:

- develop personal and professional values and beliefs
- relate theoretical concepts to practice.
- demonstrate ability to transfer and integrate learning from a number of related areas.
- show competence in specific practice related techniques and organisational skills.
- integrate research based evidence into learning.

Level 6

The student will be able to:

- demonstrate critical analysis of theoretical concepts.
- show expertise in integrating theoretical concepts to areas of practice.
- deal with change and uncertainty and be prepared to challenge.
- use effective strategies to inform and develop knowledge and skills.
- demonstrate skills of critical analysis and research consumerism.

All modules of study from a specific level of learning must be successfully completed before a student can progress to the next level.

ROLES AND RESPONSIBILITIES

STUDENTS

Students on the occupational therapy programmes are expected to function as adult learners and to take responsibility for their own learning and development. As part of this responsibility, students are required to prepare adequately for their forthcoming placements. They are assisted in this preparation by:

- the university tutor who assists with the student's development of personal competencies and guides the student as to how this links to wider learning and their continuing professional development.
- the practice placement educator who provides detailed learning objectives for the particular placement offered.
- practice placement liaison tutor who oversees appropriate placement preparation

Students are responsible for:

- making known to the placements team and/or their personal tutor any personal circumstances which may impinge on the organisation of practice placement (NB students are asked to do this at the beginning of the programme but it is the student responsibility to keep this up to date).
- contacting the forthcoming placement centre, normally 4-6 weeks before the beginning of the placement, to ensure that all the practical arrangements are in order. The first contact should normally be by letter or email to the placement educator with a copy of the letter to placement co-ordinator.
- informing the practice placement liaison tutor and/or personal tutor and practice placement educator of any health or safety issues which may affect placement learning.
- Attending (and arranging where necessary) the pre- and post-placement tutorials and the mid-placement visit.
- completing the necessary placement documentation
- discussing the placement learning contract with the placement educator at the earliest available opportunity (normally the first day of the placement).
- making good use of opportunities made available during the placement.
- providing evidence of learning.
- conducting themselves in an appropriate manner during all placement activities.
- adhering to the rules and regulations of the placement centre when on placement.
- preparing for, and contributing to, supervision sessions.
- notifying any absences from placement, at the earliest opportunity, to both the placement educator and the university.
- making known any areas of concern to appropriate personnel in the placement centre and the university (referring to the University's Whistleblowing Policy where appropriate)

- participating in assessment discussions.
- ensuring that all documentation relating to the placement (hours contact form and summative practice placement assessment form) is submitted following university processes.
- completing the online placement evaluation in a professional manner.
- maintaining an up to date health record.

PRACTICE PLACEMENT LIAISON TUTOR

The practice placement liaison tutor is responsible for overseeing the placement process, ensuring a smooth transition for students between the university and placements setting.

The practice placement liaison tutor has responsibility for overseeing allocations to ensure students have a balanced placement profile and for working with the placement team and practice placement facilitators (PPFs) in ensuring that appropriate placements. The practice placement liaison tutors also have the responsibility for preparing students for placement and for policies and procedures associated with placement.

The practice placement liaison tutor works together with placement co-ordinators and placement educators including activities such as preparation of new placement educators; updates and study days; business meetings; and quality assurance issues.

PERSONAL TUTORS

The responsibilities of the personal tutor include:

- Facilitating the pre- and post-placement tutorials to review preparation for and consolidation of placement learning.
- Initiating risk assessment and/or occupational health referral which may be required for placement learning.
- Supporting the student with pastoral issues which may arise during placement. and where necessary, liaising with the 'Patch Tutor' and the practice placement liaison tutor.

PATCH TUTORS

Each member of the Occupational Therapy programme team has links with locality areas. Therefore, when a student is on placement in a designated area, the patch tutor has responsibility for:

- Visiting the student and educator to carry out the mid-point formative assessment – or making alternative arrangements for this if necessary.
- Supporting the student, educator and service about issues pertaining to placement learning.

(NB Placement issues may sometimes overlap with pastoral issues and therefore students and/or educators may query whether to contact the Personal Tutor or Patch Tutor. In instances such as this, either member of the team will be happy to be contacted in the first instance and can then offer guidance about which person can offer ongoing support).

PRACTICE PLACEMENT CO-ORDINATORS

The practice placement co-ordinator network provides an invaluable link in communication between university and practice placement educators. Practice placement co-ordinators represent a defined group of practice placement educators and are responsible for liaison

with the practice placement liaison tutors and the placement administration team. Their responsibilities are divided into four main areas:

- organisation and co-ordination – including identification of staff who are able to perform the functions of a practice placement educator.
- working closely with the PPFs to sustain practice placements within the work setting.
- communication – including representing practice placement educators at business meetings.
- working with the PPFs regarding support and development – including facilitation of practice placement educator's development with regard to student education, and facilitation of reflection on, and identification of, good practice.

PRACTICE PLACEMENT EDUCATORS

Practice placement educators are professionals who have undertaken a practice placement educator's course, or are in the process of undertaking such a course. The practice placement educator is directly responsible for the student placed with them on a day-to-day basis, and is responsible for liaising with the student's university guidance tutor and/or practice placement liaison tutors regarding issues or concerns regarding the student's development and learning during the placement.

Practice placement educators are responsible for:

- detailing the learning opportunities, to enable achievement of the placement assessment competencies, for the period of placement based on the student's level of learning and reflecting the service/practice area. **These are required in advance of the placement commencing to assist the student to prepare for placement.**
- health and safety issues
- informal and formal supervision of the student
- weekly formal supervision, including regular feedback and planning for learning
- monitoring evidence of learning related to competencies.
- documenting formative and summative assessments.
- creating an environment conducive to learning.
- supporting and guiding the student.
- instructing the student on practical aspects of occupational therapy.
- providing the student with the opportunity to rehearse knowledge and transfer skills.
- providing experience in organisation and administrative procedures related to occupational therapy service delivery.
- processing and ensuring completion of all necessary documentation for the student's placement and programme requirements (formal acceptance of the student within the workplace, indemnity forms, student hours record, practice placement assessment form, etc).

Practice placement educators are responsible for communicating with the practice placement co-ordinator, university personal tutors, practice placement liaison tutor, the placements office, and the PPFs, regarding issues related to the allocated student(s).

PRACTICE PLACEMENT FACILITATORS (PPFS)

The role of the practice placement facilitator (PPF) is to ensure the quality of the learning environment meets the minimum standards set by the professional, regulatory and statutory bodies. In order to achieve this they must work in partnership with clinicians,

practice placement liaison tutors, practice placement educators and staff within the university. Broadly the role is to increase the range, quality and quantity of practice placements. Based within NHS Trusts across the region, PPF's support the needs of students and educators within a range of settings.

Specific stratagems include the following:

- To increase the range of practice placements:
 - the 'PPF's work with practice placement educators to identify new opportunities and new services for student learning and to ensure placements reflect the wide range of settings in which occupational therapy is practised.
- To increase the quantity of practice placements:
 - the PPF's work with placement providers and the practice placement office administrators to develop a systematic method of data collection with regard to the total number of placements offered and provided for Northumbria University students and for students from other universities. This data can then be used to identify current and potential capacity.
- To ensure quality of placement provision is being monitored, maintained and improved:
 - the PPF's initiate new, and develop existing communication systems between practice placement educators, practice placement co-ordinators and academic staff to ensure:
 - all parties are aware of their roles and responsibilities.
 - practice placement educators are updated regularly on changes within the university and to the curriculum.
 - the university remains up-to-date with changes affecting local services.
 - practice placement evaluations undertaken by students and practice placement educators are passed on in an appropriate and timely manner to ensure they can influence service and academic development plans.
 - to work in partnership with placement providers to measure the quality of the learning environment via the collaborative review.
 - PPF's support practice placement educators to develop a Portfolio of Learning Opportunities (PoLO) to raise awareness and utilisation of all learning opportunities within a service, with the purpose of enabling students to gain a broad range of skills. This resource will support independent learning, providing information such as access to specialist practitioners, inter-professional colleagues, and library services.
 - PPF's support practice placement educators in supporting students with diverse needs to ensure compliance with the Equality Act (2010).

NB – as the PPF role is predominantly a role within NHS Trusts, in organisations where there is no PPF role, the programme team, in conjunction with the placements team, will undertake the above responsibilities.

PLACEMENTS TEAM

The Placement Team provides administrative support for the organisation of practice placements. The designated placement co-ordinator and placement administrator fulfil important roles in requesting practice placements through an annual trawl, and requesting further placements when there are:

- short-falls in offers made by placement providers.
- cancellations.
- last minute necessary arrangements.

The placement co-ordinator and administrator are responsible for the initial allocation of students, taking into account personal circumstances, including wherever possible students' financial constraints. This team works closely with the programme team and is responsible for sending out appropriate documentation which supports each practice placement, and for ensuring that appropriate indemnity and police check requirements are in order. The placements team are also responsible for maintaining the records associated with practice placement.

The Practice Placements Team are located in 'Student Central', Coach Lane Library Ground Floor, Coach Lane Campus East. Contact details for placement administrators can be found within the 'Quick Reference' section on page 3. Queries from students can also be directed to the ask4help team (ask4help@northumbria.ac.uk).

Further information related to Practice Placements can be obtained by visiting the Practice Placements website. To access our website, visit www.northumbria.ac.uk/hcesplacements. This includes frequently asked questions sections and useful resources for both students and educators.

A map and details of how to get to Coach Lane are provided via the following website: http://northumbria.ac.uk/brochure/visit/campus_branch/clc_campus/clc_travel/

PROCEDURES FOR THE ARRANGEMENT OF PLACEMENTS

Practice placements procedures are in place to ensure that all student placement requirements are dealt with in a systematic and objective way – ensuring equity throughout the process.

It is important that students keep their Personal Circumstance Forms up to date as these are considered when placements are being allocated. If any matter is of a sensitive or private nature, it may be more appropriate to discuss this with the personal tutor.

Students will be allocated to suitable placements throughout their programme and notified approximately 6 weeks before commencement. This notification will be via ARC-WEB or University email (personal email addresses cannot be used).

ROLE - EMERGING PLACEMENTS

Role-emerging placements are a well-established part of the Occupational Therapy placement provision at Northumbria. These placements occur in sites that have neither an OT service, nor an established OT role, and instead of being allocated to a traditional OT service, the student is assigned to an agency staff member (an on-site educator who is often not an OT), as a contact person for agency issues and concerns, and is supervised by an off-site (OT) educator.

The academic rationale for role-emerging placements is:

- to prepare students for potential employment in a range of diverse and non-traditional settings
- to promote the potential of occupation-focussed practice in new areas
- to encourage students to develop skills in professional reasoning, resourcefulness and autonomy.
- to encourage initiative, creativity and problem solving skill.
- for students to assume responsibility for their own learning.

STUDENT PREPARATION

As well as the standard placement preparation, students undertaking a role-emerging placement also receive additional and specific preparation for this type of placement which covers: philosophy and rationale for role-emerging placements; expectations; preparatory preparation (including discussion on government papers and agendas); roles of people involved e.g. on-site educator, off-site educator; use of supervision; provision of evidence and assessment. Where possible, students carry out a pre-placement visit to the organisation. 'Hand-over' meetings with students who have previously been on placement to the organisation may also be possible. The placement process of pre- and post-placement tutorials still occurs, as does the mid-placement meeting.

EDUCATOR PREPARATION

Both on- and off-site educators receive preparation from a member of the academic team. The content is similar to the student preparation session plus further details on supervision requirements.

ORGANISATION PREPARATION

All organisations are visited by a member of the programme team prior to the placement being arranged to ensure that student learning opportunities can be met. Meetings can also be held after the placement to review the process and make adjustments and arrangements as necessary for future placements.

SUPPORT DURING PLACEMENT

Students and placement educators follow the standard placement procedure and contact the student's guidance tutor if issues or problems occur whilst on placement. The placement organisation has regular contact with the placement liaison tutor throughout placements.

Students on role-emerging placement attend any timetabled sessions (such a mid-placement workshops) along with their peers. Additional workshop or peer supervision sessions may also be arranged for students on similar placements, for example, half-term planning workshops for students on role emerging placements in schools.

DOCUMENTS TO ASSIST STUDENTS' DEVELOPMENT AND LEARNING DURING PRACTICE PLACEMENT

RECORDS OF PLACEMENT LEARNING

To provide a structured and regularly documented approach to integrated and reflective learning, students are provided with specific tools to document and evidence their placement learning. These tools include

- reflective tools to facilitate the recording of learning experiences and achievements.
- written summary records from the pre- and post-placement tutorials undertaken with the personal tutor.
- a learning contract template to record the agreement of specific placement learning objectives and the negotiation of support and opportunities to meet these objectives
- written records of the weekly supervision session between the practice placement educator and student.
- mid-placement summary.
- a summary of achievement documented by the practice placement educator at the end of the placement.

PLACEMENT LEARNING OPPORTUNITIES

Students and academic tutors can access information about a placement site through an online university system called ARCWEB. This outlines information about the placement area and the available learning opportunities including:

- Speciality and client group
- Information about the organisation
- Learning opportunities available on the placement
- Recommended pre-placement study
- Important contacts for placement
- Service hours and normal patterns of working
- Dress code
- Facilities (including access to library services)
- Location and how to find the placement area
- Top tips from other students

INTER-PROFESSIONAL LEARNING

Working in the practice settings may be seen as the most effective way of achieving the goal of inter-professional learning. Students will be expected to observe, participate and engage in inter-professional and inter-agency work during their placements in order to meet assessment competencies.

In the practice settings, students will have opportunities to evaluate the nature of team working and their own contribution to caring for patients/clients in an inter-professional context. The students are required to meet these specific learning objectives and to provide evidence of having achieved this.

Practice environments should endeavour to support students by creating a culture in which inter-professional working is the norm rather than the exception. It is then that students will be able to work within a culture in which teams are set up as coherent, interdependent units and are sustained as such.

TEAM ASSESSMENT OF PERFORMANCE IN PRACTICE (TAPP).

During placement students are being encouraged where appropriate and through discussion in supervision to use the Team Assessment of Performance in Practice (TAPP). TAPP is a type of Multi-Source Feedback (MSF) assessment and is an instrument which has been designed specifically for the measurement of students' performance in

the workplace, around generic areas of competence such as communication, professionalism, clinical decision making, team-working and organisational skills.

Through the collation and analysis of judgements from a range of individuals from within the clinical team, all of whom will have had the opportunity to work with or observe you the student over a period of time, a more valid and reliable (evidence-based) decision regarding progress / competence in these areas can be made.

The combination of several different opinions can give an accurate and powerful insight into the strengths and weaknesses of students' performance in practice, and valuable feedback that can be used to help your progression. The TAPP report can be used as evidence towards some of the competencies on the Placement Assessment Form.

Further details can be found at:

https://www.northumbria.ac.uk/sd/academic/sches/programmes/placements/pre-reg_info_for_students_and_mentors/tappinfo/?view=Standard

PRACTICE PLACEMENT PROCESS

Before placement

After allocation of a placement, or verification of the elective placement, the following process will occur, see also Appendix 2:

- the student will access ARC—WEB for relevant placement details.
- the student will email the practice placement educator, with a copy of the letter to the practice placement co-ordinator/education lead, approximately 4-6 weeks before the placement is due to start.
- the student is advised where possible to organise a pre-placement visit, this must be carried out outside of university timetabled sessions.
- the student will prepare for the pre-placement tutorial
- a pre-placement tutorial will occur with the personal tutor which will aid the student's theoretical, practical and personal preparation. The student will keep a summary of this tutorial as part of the placement documentation.

The beginning of placement

On the first day of each placement the draft learning contract (Appendix 3) will be discussed with the practice placement educator in order to:

- establish the student's achievements, competency level to date and identify areas for development.
- finalise the placement learning programme and document the learning contract, clearly identifying how evidence of learning will be provided.
- ensure mechanisms are in place for continuous evaluation of the learning process and outcome.
- clarify the role of learner and educator in the particular setting.
- establish how the hours for placement setting learning will be organised.

Placement areas may also have their own health and safety induction programme for students, however students are also required to complete the University health and safety

checklist with the practice placement educator (appendix 4). Students should ensure that this is shown to the practice placement educator on the first day of placement to allow time to build it into the first week.

Throughout the placement

Students will undertake practice learning, in line with negotiated learning opportunities and to assist in the achievement of placement competencies. A weekly supervision session should be held in order to provide feedback on progress and plan placement learning. This should be documented, sample documentation sheets can be found in Appendix 5.

The mid-point of placement

A university tutor will carry out formative assessment at approximately the halfway point of the placement, either by visiting the student and placement educator or by arranging alternative contact if appropriate. This review will ascertain the level of achievement to-date and indicate the level of performance in relation to the competencies. This review and an indication of a pass/fail mark will be documented and discussed with the university tutor. The student will be provided with a copy of this meeting to append to their placement documentation.

The following issues are normally discussed during the mid-point visit/contact:

- the structure and process of the student's placement learning experience including supervision arrangements, use of placement setting learning and the student's weekly timetable.
- a review of the learning contract and weekly learning outcomes, including evidence provided of learning taking place.
- the level of client/patient contact in relation to the student's level of study.
- the level of the students learning i.e. are appropriate theory/practice links being made.
- a review of the documentation of weekly supervision sessions.
- service delivery issues which are considered to have an effect on placement learning.

A sample of the mid-point formative visit record can be found in Appendix 6

Further visits can be arranged at the request of either the student or practice placement educator or if deemed advisable by the guidance tutor. On placements where students are not visited mid-placement feedback is still required via telephone, email or written forms.

The end of placement

At the end of the placement the student and practice placement educator will:

- ensure all competencies are reviewed.
- consider statements to be made on the final placement assessment form and ensure weekly supervision statements are incorporated into the discussion.
- complete the end of placement assessment form (practice educator).
- complete the online placement evaluation (student).
- prepare for the post-placement tutorial (student).

PLACEMENT ASSESSMENT

Within the BSc programme, placements constitute the main part of an academic module and therefore the module is assessed by the achievement of placement competencies. In the MSc programme, placements are housed within modules with wider academic content and therefore the placement competencies only constitute one component of a wider assessment strategy. Students must refer to the module handbook for further guidance.

SUMMATIVE PLACEMENT ASSESSMENT FORM

The summative practice placement assessment form outlines a series of competencies which are assessed on a pass/fail basis. The areas to be covered in the assessment form will relate to the development of personal and professional competencies and be integrated with the learning outcomes of the particular modules. The placement assessment form requires comment on 3 domains:

- professional suitability
- occupational therapy skills and values
- professional and collaborative skills.

Each placement level has its own assessment form, however the format is the same for all placements. The form is competency based and encourages continuing development of skills throughout the programme. The competencies are based on The Code of Ethics and Professional Conduct for Occupational Therapists (COT, 2015), Standards of Conduct, Performance and Ethics (HCPC, 2016), Standards of Proficiency (HCPC, 2013), OT Benchmark Statements (QAA, 2001) and the learning outcomes of each university/placement linked module. The placement assessment form will be completed as a result of joint discussion between the placement educator and the student at the end of the placement.

Each of the 3 competency domains is sub-divided into competency areas as identified below:

Professional Suitability

1. Professional behaviour
2. Respecting individuals and diversity.
3. Learning and professional development.

Occupational Therapy Skills and Values

1. Analysis of occupation
2. Understanding and utilising occupation
3. Implementing the occupational therapy process

Professional and Collaborative Skills

1. Organisational skills
2. Collaborative skills
3. Communication skills
4. Leadership skills

Each of the competencies will be broken down into objective statements. At each academic level there will be a number of objectives that must be passed by the student. The objective statements will be progressive leading to the student being competent to practice by the end of the programme.

As this is progressive, students undertaking level 5 and level 6 placements must pass objective statements at the lower levels as well as those for the present placement.

The placement assessment form is available on the university website.
www.northumbria.ac.uk/hcesplacements

The specific pass criteria for each placement is available in Appendix 7.

FOLLOWING THE PLACEMENT

Students must ensure on leaving the placement they are in possession of the original copy of the completed final practice placement assessment form. The student's completed placement assessment form and original contact hours sheet (Appendix 9) must be submitted in line with guidance from the module tutor; students will be advised of the exact dates prior to the start of each placement.

On return to the university students will attend a post-placement tutorial; the post-placement tutorial aims to:

- review the practice placement assessment form in relation to achievement of competencies and personal learning outcomes.
- consider future personal and professional development in relation to the competencies and the students personal development.
- start planning for the next placement.

DIFFICULTIES ON PLACEMENT

If any student or practice placement educator requires advice/help/support or encounters any problems he/she is encouraged to make contact with the students personal tutor as soon as possible (contact details are available on page 5).

ABSENCE WHILST ON PRACTICE PLACEMENT

Placement hours are carefully calculated to ensure you meet the requirement for 1000 hours of supervised practice throughout the programme. Placement is a mandatory part of the programme and full attendance is expected.

If you are absent from placement due to sickness, on the first day of absence please record your absence through ask4help@northumbria.ac.uk and follow the process for recording your absence at the placement site. If possible, you should give an approximate date for returning to placement and keep your practice placement educator informed of on-going absence. You are also required to email the university ask4help service with your return date to ensure attendance records are kept up to date. If you are not able to speak directly to your practice placement educator, it is YOUR responsibility to make a note of to whom you left a message.

If your sickness absence extends to 3 days, please also contact your personal tutor to make them aware that you have missed a period of placement learning. If your sickness absence extends to 7 days, please gain medical evidence in the form of a sick note from your GP. Requests to be absent from placement for other circumstances must be made to your programme leader.

Whilst absence due to sickness is an understandable part of placement, we do aim to avoid disruption to placement attendance for other reasons. This is because placement absence can lead to performance issues (e.g. not having sufficient time to meet competencies); difficulties for educators (e.g. making last minute changes to their own workload to accommodate student changes) and in some circumstances may lead to unsuccessful placements or insufficient placement hours.

Over the duration of your programme you do many more hours than is required by HCPC for registration so this allows for unplanned absences such as sickness. Therefore, if you are ill for one or 2 days you do not need to 'make up hours' if your illness/absence is for more than 3 days let your personal tutor know so we can check you still have time to meet the required competencies.

PRIVATE APPOINTMENTS

Students are expected to arrange these types of personal appointments during their own time. Any unauthorised time missed from placement will be recorded on students' hours sheets. Appointments such as hospital ones required pre-arranged authorised absence (see above).

INCIDENT OR ISSUE ON PLACEMENT - OTHER THAN FAILURE OF PLACEMENT

For example a student at risk or following a health and safety issue; initial contact via student email or telephone – could be made by the student or practice placement educator.

- The student / practice placement educator should document the incident or issue.
- Practice placement co-ordinator, programme leader and personal tutor made aware of situation.
- Contact should be made with the student / practice placement educator to confirm details of the incident (this could be the personal tutor or the patch tutor).
- Clarification of issue with the student / practice placement educator.
- Issue resolved by telephone contact – this should be documented by the university tutor.

Issues not resolved by telephone contact.

- Personal/practice placement liaison tutor to visit ASAP to address concerns of the student/ practice placement educator.
- Documentation of visit and action plan completed.

WITHDRAWING FROM PLACEMENT

- If a student withdraws from placement for whatever reason the assessment will not be completed and the mark recorded will be zero.
- Each case will be reviewed on an individual basis.
- If the student feels that there are personal extenuating circumstances (PECs) that have affected the completion of the placement there is a university process for declaring PECs.
- If the PECs are accepted the student will take the placement as for the first attempt.
- If the placement provider withdraws the placement; each case will be reviewed on an individual basis. The university will allocate a new placement at the first available opportunity.

FAILING A PLACEMENT

Further details are available in Appendix 8 however the diagram on the page 22 shows the procedure that should be followed if there are concerns at any stage of the placement regarding the student's ability to pass the placement.

Following a failed placement, students will be signposted to university regulations and processes. Students will normally be supported to prepare for a second attempt at the placement, in a similar placement area, at a later stage within their programme. The exception to this is a placement failed on the grounds of professional unsuitability where a second attempt is not permitted in line with RCOT guidelines.

EVALUATION OF PRACTICE PLACEMENT

ONLINE EVALUATION

The student is expected to complete the university online evaluation form which requires the student to answer questions around the quality of the placement and the learning opportunities provided.

The purpose of this exercise is to provide feedback for the university, practice placement providers, and to form part of the audit tool for the practice placement facilitators. Students must complete the online evaluation form to gain access to future placement details.

Summaries of the completed evaluation forms are shared with placement providers via the PPF's and/or the placement liaison tutor. Feedback should be given professionally with any criticism worded in a constructive manner.

STAFF-STUDENT FORUMS

Staff-student forums are led by elected student representatives and take place in university, normally once per semester, with the aim of facilitating regular communication between the student cohort and the programme team. Practice placement is a standard agenda item for this forum which offers a further feedback mechanism to the written evaluation every student completes at the end of each placement.

POLICIES AND PROCEDURES RELATING TO PRACTICE PLACEMENT

Please access the university website at:

www.northumbria.ac.uk/hcesplacements for the most recent versions of policies and procedures relevant to occupational therapy students on placement, below is further information for clarification.

DRESS CODE

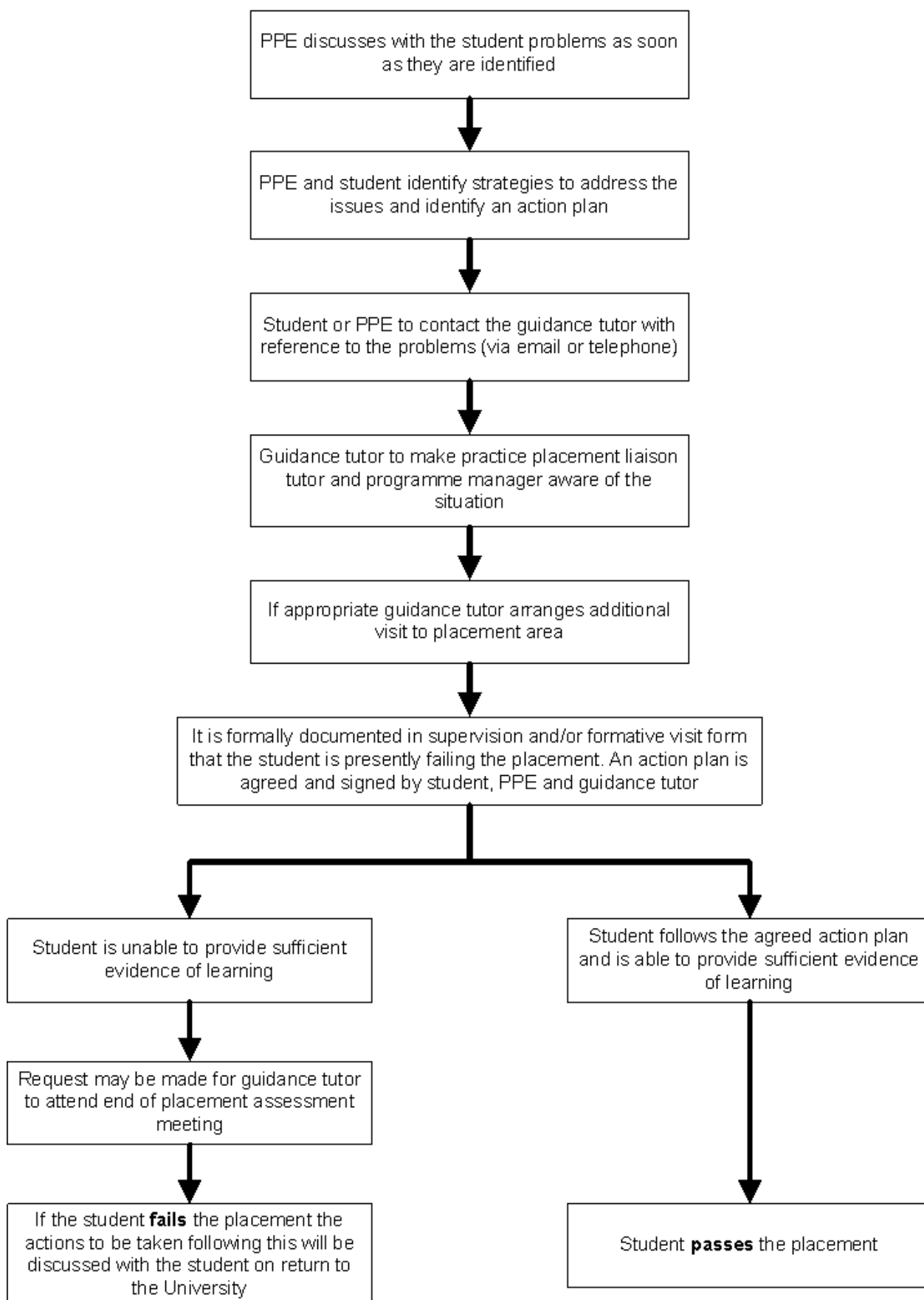
- The student must follow the uniform policy of the placement provider. In addition, it is expected that students will dress in a way that supports the perception of personal and professional integrity as this will have a direct effect on the therapist/client relationship and subsequent professional interventions, whilst helping to maintain staff and patient/client safety.
- The values and religious/ cultural sensitivities of clients/patients in relation to dress should be remembered and due respect given to this, in particular when visiting

their homes. In some placement areas (such as learning disabilities and mental health) it may be inappropriate to wear a uniform.

- Religious requirements regarding dress will be treated sensitively and will be agreed on an individual basis with the programme manager.
- Care must be taken to avoid dressing in such a way that could be seen as politically, culturally, ethnically or sexually provocative or inappropriate.
- When on a hospital placement it is normal practice not to wear a uniform outside the hospital. Whilst on community placement, students should be aware of their public appearance and may not go into shops or public houses whilst in uniform.
- In settings where uniforms are not worn – but students are required to dress informally, but smartly - please ensure the placement provides a uniform policy.
- Hair should be tidy but can be loose as long as it does not inhibit vision or is a risk factor for the student. In some settings, it will be stipulated that hair must be tied back for the purposes of infection control.
- Jewellery should be discreet and conservative however some Trusts may have a no jewellery policy which needs to be followed.
- Shoes should be practical for the placement setting – this may include no heels or no open toes.

Assumptions regarding dress code must not be made. Students must take full uniform to all placements unless directed otherwise. Any student considered inappropriately dressed may be sent home and will be reported absent until they return to the placement appropriately dressed. Any such absences will be reflected on the students' hour sheet. If inappropriate dress is a persistent problem for a student, the practice placement liaison tutor and programme leader will be informed which may in turn lead to disciplinary action.

POTENTIAL FAILURE OF PLACEMENT



STUDENT IDENTIFICATION

- Students must adhere to local organisational guidance regarding the wearing of photo/identity badges.
- University identification cards must be carried all the time for security and identity purposes. Students may also be required to hold a Trust identification card.

PERSONAL HYGIENE

- Fingernails should be clean, short, and without nail varnish to prevent clients being scratched.
- Perfume and aftershave should be discreet and not overpowering as patients/clients can find strong smells nauseating.
- Hair should be clean and well groomed, and away from the face. If hair falls below the collar line it should be tied back without adornment. Sharp points e.g. in hair fastenings, ribbons, scarves and hats are a source of infection and a safety risk and are therefore not to be worn with uniform.
- Male students should be clean shaven, or if a beard or moustache is worn, this must be well groomed.

TRANSPORT AND ACCOMMODATION

Arranging accommodation/transport is the student's responsibility. If a student requires accommodation whilst on placement, it is his/her responsibility to organise this. Therefore, it is in the students own interest to contact the placement area well in advance to check if accommodation is available and the cost.

Please note, not all placements are able to offer accommodation. If the placement area is unable to provide accommodation, it is the **STUDENT'S RESPONSIBILITY** to find appropriate accommodation e.g. B&B. The PPF's may also be able to provide advice regarding the availability of accommodation in specific placement areas.

Guidance on placement expenses can be found at <https://www.nhsbsa.nhs.uk/nhs-bursary-students>

CAR INSURANCE

Students intending to travel to and from the placement using their own car are reminded to check with their insurance company to ensure that they are adequately insured. Travel between hospital sites will require the insurance policy to cover business use. Use for 'social, domestic and pleasure' does not cover a motor vehicle for travel between hospital/placement sites. It is the each student's responsibility to ensure that all journeys are appropriately covered by their own insurance policy. Students must check their Insurance Certificates and contact their insurance company to ensure that they are adequately covered.

If using their car to transport other staff, patients or equipment, it is the responsibility of the student to ensure their insurance provides cover for these activities.

SUPERVISION IN THE PLACEMENT SETTING

Students are expected to have 1 hour minimum of formal supervision per week with their practice placement educator. This is an allocated meeting, in a private setting, which

provides an opportunity for the practice educator and the student to discuss placement learning, progress towards competencies and provide feedback on actions undertaken to date.

Supervision must include educator and student generated items, i.e. it is a two-way meeting to which the student is expected to contribute. Specific evidence should be provided to enable documentation of student progress and achievement of learning outcomes. Learning outcomes for the following weeks should be identified, including how evidence will be provided.

The supervision meeting must be documented and signed by both the student and educator (sample sheets are available in appendix 5). The university tutor may ask to review records of supervision as part of the mid-way visit.

LONE WORKING

In some placement settings it may be appropriate for students to work individually; this is at the discretion of the practice placement educator who will consider their own professional code of ethics, client/patient needs and safety, student safety and the student's ability and level of learning. **At all times Trust/organisation policies and procedures related to lone working must be adhered to.** The University policy is available on the university website site: www.northumbria.ac.uk/hcesplacements

PLACEMENT CONTACT HOURS

Occupational therapy placements are based on an average of 37 hours per week. Placement contact hours are those hours which are completed by a student during practice placement which are related to patient/client contact and service provision. In line with HCPC requirements, students must successfully complete a minimum 1000 hours of practice placement in order to be eligible for registration.

It is the student's responsibility to keep an accurate record of the hours worked each day and to have the weekly total agreed and signed by the practice placement educator. The lunch break period **does not** count in the day's total. The hours are rounded down to the nearest quarter of an hour.

NB: Any significant difference in placement hours should be discussed with the student's personal tutor. (An example of an hours contact sheet is in Appendix 9).

It is an expectation that all students will fulfil all placement hours for each placement. However, sometimes due to sickness or other personal circumstances, a decision needs to be made whether a placement is still viable within a reduced time. In these instances, we normally consider a placement viable if two thirds of the allocated placement hours have been completed. Alongside looking at the number of hours completed,

consideration will be given to whether the student had sufficient time, and provided sufficient evidence, to meet the required competencies at the identified level of learning.

MAKING-UP TIME

If the student does not have sufficient hours to complete the programme (i.e. if hours have been lost through sickness or absence) they are required to make up the time at the end of the programme. This is to ensure that students make up the relevant hours and type of experience in order to meet the regulations of the programme and the regulations of the Health and Care Professions Council.

Please note that ‘make up time’ must be sanctioned in conjunction with the programme team and the practice placements co-ordinator.

UNIVERSITY GUIDED LEARNING

During some placements students are allocated set hours to carry out learning related to university based modules. These hours are the responsibility of the university academic staff who will set the students assignments. **I.e. it is not the responsibility of the placement educator to set work or supervise the student during these hours.** The actual timing of the learning hours is to be negotiated between the practice placement educator and student. Placement setting learning can either take place within the placement setting, or at another location e.g. home, university. Again this detail is to be negotiated between the practice placement educator and student and must fit in with the service provision.

The purpose of this learning is to provide specific times each week in which the student will be able to enhance his/her knowledge in areas related to placement and integrate theory to practice. **NB: University guided learning is NOT to be counted in the student’s placement contact hours.**

PLACEMENT STUDY TIME

The student is entitled to a half days study per week. This is to help integrate practice into theory and vice versa. The placement educator may set the student work that is appropriate to the student’s level of learning and that links clearly to the objective statements on the placement assessment form, i.e. the work should act as evidence of achieving the competencies or be directly linked to clinical practice. Study time needs to be integrated throughout the placement.

Study time meeting these guidelines can be recorded as placement hours on the hours form.

HEALTH STATUS

On receipt of confirmation of acceptance of a place on the programme at Northumbria University, all students are required a self-declaration of health and fitness in order to gain the required health clearance for placement. Health issues can also emerge at any time and it is the responsibility of the student to discuss any issues with their personal tutor.

The personal tutor will utilise any occupational health or student support and wellbeing reports in order to inform risk assessments for placement learning.

OCCUPATIONAL HEALTH SERVICE

There is a dedicated email address for student occupational health issues: oh.student@northumbria.ac.uk. Students can initiate this contact or can be referred by their personal tutor.

DISCLOSURE AND BARRING

All students on the occupational therapy programmes require enhanced DBS clearance. Students are cleared at the beginning of the programme and will not commence practice placement without this in place. It is the responsibility of the student to discuss any changes to their criminal convictions with their university tutor.

CONFIDENTIALITY

Confidentiality will be maintained at all times, refer to the Code of Ethics and Professional Conduct (COT, 2015):

- Students should never discuss clients/patients outside of the placement area, particularly in public places. Any theory assignments directly related to the placement should maintain anonymity for both staff and clients/patients.
- Students should also think very carefully about what information is disclosed to clients/patients about themselves e.g. where they live, who they live with etc.
- There are situations where it is highly inappropriate to discuss any level of personal information with clients/patients – please discuss with practice placement educators for further guidance.
- Students must be aware of their rights, and the rights of others (e.g., members of staff, clients, relatives etc) to access information.

STAFF BEHAVIOUR

Where it is felt by a student that a member of staff's behaviour has been inappropriate, the student must in the first instance report and discuss the matter with their practice placement educator/placement co-ordinator or PPF. If they feel this is not possible, they should inform their personal tutor or programme leader. A copy of the Whistleblowing Policy and Procedure is available online via the Practice Placements website: www.northumbria.ac.uk/hcesplacements

INSURANCE AND INDEMNITY OF STUDENTS IN PRACTICE PLACEMENT SETTINGS

Students are provided with a copy of the University's position in relation to insurance cover for essential elements of the programme, including practice placement. Students also have the opportunity to become student members of the British Association of Occupational Therapists (BAOT) with the associated insurance benefits.

The University provides placement settings with an Indemnity Form, for each student, for each placement, which must be completed and returned to the placements office prior to the commencement of the placement. Any deviation from the University indemnity form requires attention by the University legal representatives. The processing of the Indemnity Form is the responsibility of the practice placement co-ordinator and the placements administrator.

COMMUNICATION AND STAFF DEVELOPMENT

PRACTICE PLACEMENT CO-ORDINATORS MEETINGS

The membership of these meetings comprises the practice placement liaison tutors, the programme manager of occupational therapy education, practice placement co-ordinators, PPFs, placement representatives of the occupational therapy management committee, student representatives from each of the programmes. The meetings are organised to occur once per semester and all practice placement co-ordinators are invited to attend the meetings.

The aims of the meeting are:

- to discuss developments in, and the maintenance of, minimum standards of practice placement.
- to discuss policy changes and developments, programme requirements and developments.
- to discuss matters that have an effect on:
 - comparability of university and placement assessment outcomes.
 - co-ordination of placement activities.
- to provide practice placement co-ordinators and students with a forum for discussing matters related to practice placement.
- to disseminate information about university, health and social services' events that are relevant to practice placement.
- to consider the content of workshops, study days and short course for the continuing education of practice placement educators.

PRACTICE PLACEMENT EDUCATORS SUPPORT AND UPDATES

Trusts/departments can invite placement liaison tutor or representatives from the programme team to meetings to discuss specific issues. The practice placement liaison tutors are available for discussion with all PPF's, practice placement co-ordinators and practice placement educators.

Practice placement educators are encouraged to contact the guidance tutor who is allocated to a particular student, to discuss any issue(s) that may arise regarding a particular student and if necessary to arrange an additional visit.

SUPPORTING STUDENTS ON THE MSC (PRE-REGISTRATION) PROGRAMME

It is important to remember that students following this programme of study are pre-registration occupational therapy students. By the end of the 2 year programme the student must have completed 1000 hours of practice placement hours and achieved the necessary competencies to register as an occupational therapist. This is the same as for undergraduate students.

The pre-registration Masters degree programme has been designed to meet the needs of graduates with a first degree in a subject related to occupational therapy. Master's level students need to be able to quickly transfer previous learning and integrate this with specific knowledge and skills of occupational therapy. They will be expected to show mastery in academic subjects and to use this level of ability in understanding and developing competence when working with clients/patients and carers.

Practice placement educators are encouraged to recognise that although these students are working at a higher academic level their practical knowledge, experience and skills are the same as for undergraduate students; therefore master's students will still require the same level of supervision as students on the BSc (Hons) programmes. The process of practice placement is the same for the MSc (pre-registration) programme as it is for the BSc (Hons) programmes. The placement assessment form is also the same.

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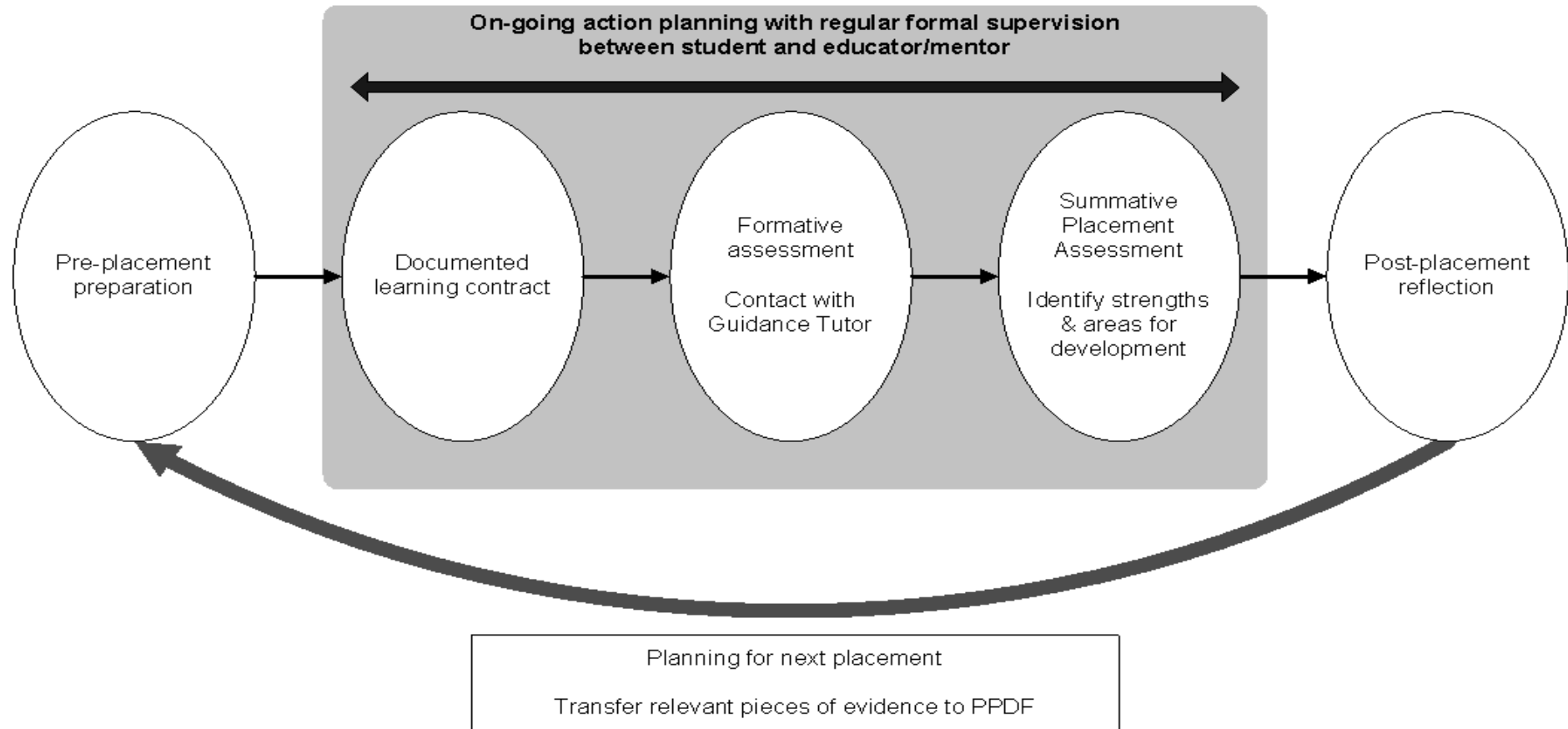
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APPENDIX 2 - PLACEMENT PROCESS

Used with permission from S. Shann - adapted from Boud & Walker (1991)



APPENDIX 3 - PRACTICE PLACEMENT LEARNING CONTRACT

This contract is to be discussed and agreed by the practice placement educator and you (the student) at your initial meeting.

Please summarise discussion and document the agreed learning outcomes for the placement. The learning outcomes **MUST** relate to the competency domains and the relevant coloured statements within the practice placement assessment form.

For each learning outcome the following will need to be considered:

- what do you (the student) want to learn/develop? Personal key skills and placement opportunities need to be considered.
- what learning strategies and resources will be utilised e.g. where can this be best learnt?
- how will evidence be provided to demonstrate learning as taken place. What are the criteria for success?
- who will assess that the learning outcome has been achieved i.e. who will check the evidence?

(The last sheet of the supervision sheets may help)

The guidance tutor will review this learning contract during the formative mid-placement assessment visit.

Signatures: Student: _____ Date: _____

Placement Educator: _____ Date: _____

APPENDIX 4 - STUDENT INDUCTION CHECKLIST

NAME OF STUDENT:	
Start Date:	
PLACEMENT LOCATION:	

The following items should be included in your induction into the organisation within the first week. Please check off the items below when they occur and inform your placement organiser of any items not covered within one week of the start of your placement. This list is not exhaustive and other topics may be covered, which you may not if you wish; if areas do not apply to the placement area please identify as not applicable (N/A).

TASK	DATE
Introduced to key staff members and their role explained	
Location of toilet facilities	
Location of rest room, canteen (if relevant) etc	
Lunch, tea and coffee arrangements	
Place of work	
Dress code	
Work space	
How to answer the telephone, transfer calls and make calls both internally and externally	
Post arrangements	
Car parking	

HEALTH & SAFETY ISSUES	DATE
MRSA and vaccination status	
Emergency procedures	
Safety policy received or location known	
Location of First Aid Box	
First Aid arrangements (including names of first aiders)	
Fire procedures and location of fire extinguishers	
Accident reporting and location of accident book	
COSHH regulations	
Display Screen Equipment regulations/procedures	
Manual handling procedures	
Protective clothing arrangements	
Instruction on equipment participant will be using (list equipment)	
Other issues	

Signatures: Student: _____ Date: _____

Placement Educator: _____ Date: _____

APPENDIX 5 - FORMAL SUPERVISION RECORD

- Students are expected to have 1 hour minimum of formal supervision per week.
- The supervision session must be documented at the time that it occurs.
- Supervision must include regular reviews of the learning contract and the competency domains within the final report.
- Supervision must include educator and student generated items.
- Specific evidence should be provided to enable documentation of student progress and achievement of learning outcomes.
- Learning outcomes for the following weeks should be identified, including how evidence will be provided.
- The following form (3 pages in length) may be photocopied and used for each supervision session.
- The guidance tutor will access records of supervision during the formative placement assessment visit and post-placement tutorial.

WEEKLY FORMAL SUPERVISION RECORD

Date:

Agenda Items:

Student	Educator

Review of items carried forward from previous supervision session

Strengths Identified	Areas for Development

SUMMARY OF SUPERVISION SESSION

ACTIONS AGREED
See learning outcomes sheet.

Date of next supervision:

Signatures: Student: Date:

Placement Educator: Date:

.....

Action Plan

Date:

Identify learning outcomes related to competencies on the placement assessment form	Plan to evidence of learning by: (e.g. observation, demonstration, discussion, case study, review of related literature)	Review of progress <i>(completed prior to next supervision meeting).</i> <i>Please tick completed activities identifying where the evidence is filed and highlight areas not completed for discussion at supervisory meeting</i>
	<p>Educator Signature -</p> <p>Student Signature –</p>	<p>Educator Signature -</p> <p>Student Signature –</p>

APPENDIX 6 - FORMATIVE ASSESSMENT

TELEPHONE/EMAIL RECORD OF MID-PLACEMENT CONTACT

PRACTICE PLACEMENT:

STUDENT'S NAME:

PRACTICE PLACEMENT EDUCATOR:

DATE(S) AND METHOD OF CONTACT:

WITH THE STUDENT

WITH PRACTICE PLACEMENT EDUCATOR

TOPICS TO COVER:

LEARNING CONTRACT

WEEKLY TIMETABLE

WEEKLY SUPERVISION

IS EVIDENCE OF LEARNING BEING PROVIDED

CLIENT CONTACT

STUDENT RESPONSIBILITIES IDENTIFIED

IMPACT OF ANY SERVICE CHANGES

IS THE STUDENT EXPECTED TO MEET THE NECESSARY
COMPETENCIES TO PASS THE PLACEMENT?

RECORD MARK TO-DATE

SUMMARISE THE STUDENTS STRENGTHS TO DATE:

PLEASE RECORD ANY PROBLEMS/DIFFICULTIES IDENTIFIED AND INCLUDE
ACTIONS TO BE TAKEN AS A RESULT OF THE DISCUSSION.

ANY FURTHER COMMENTS

FORMATIVE ASSESSMENT ACTION PLAN (SAMPLE)

To be discussed before the mid-way visit and completed at the end of the formative meeting

STUDENT:			Programme:		
Placement:			Type of experience:		
GREEN ACTION PLAN		AMBER ACTION PLAN		RED ACTION PLAN	
<p>Is working successfully towards all learning outcomes/competencies/elements on the placement assessment form. No remedial action is necessary; to continue as per action plan.</p>		<p>Is working towards most of the learning outcomes/competencies/elements on the placement assessment form. However needs to pay particular attention to the identified outcomes /competencies/elements listed on the action plan. The educator/mentor and student have agreed an action plan for learning and have identified how opportunities and evidence will be provided. The action plan will be regularly reviewed.</p>		<p>Is not progressing as required to meet the expected competencies for this placement. Failure to achieve these outcomes/competencies by the end of the placement will result in the student being unsuccessful on the placement and associated module to which this placement is attached. An additional action plan has been developed which has recorded the competencies not being achieved along with criteria for their achievement within an action plan. The educator and student will have regular meetings to discuss progress and a method of feedback to the university tutor has been agreed.</p>	
Educator:	Student:	University Tutor:	Date:	Educator:	Student:

APPENDIX 7 – PASS CRITERIA FOR SPECIFIC PLACEMENTS

BSC (HONS) OCCUPATIONAL THERAPY

Level 4 – Placement 1/Placement A

The student's expected level of learning for this placement is evidenced by the GREEN objective statements on the placement assessment form. In order to pass Practice Placement 1/A students MUST achieve all level 4 (green) competency statements.

Level 5 – Placement 2 and 3/Placement B and C

The student's expected level of learning for this placement is evidenced by the BLUE and GREEN objective statements on the placement assessment form. In order to pass Practice Placement 2 and 3/B and C students MUST achieve all level 4 (green) and progress to all level 5 (blue) competency statements

Level 6 – Placement 4/Placement D

The student's expected level of learning for this placement is evidenced by the RED, BLUE and GREEN objective statements on the placement assessment form. In order to pass Practice Placement 5/D students MUST achieve all level 4 (green), all level 5 (blue) progressing to all level 6 (red) competency statements.

APPENDIX 8 - PROCEDURES TO BE FOLLOWED IN THE EVENT OF FAILED ASSESSMENT IN PRACTICE PLACEMENT

Should a student fail a placement, it would normally be recommended for the student to attempt to retrieve this placement at the time of the next scheduled placement. Resit placements at later stages of the programme may then affect the completion of the programme. Depending on the academic module that the placement is attached to, this may also affect other university assessments. A tutorial with the students personal tutor at the earliest opportunity to discuss the implications of a failed placement is imperative.

The outcome of a period of practice placement is whether the placement is deemed to be:

- passed
- non-viable and retrievable
- non-viable and not retrievable
- failed

Non-viable and not retrievable or failed will usually require the student to repeat the placement should the Progressions and Awards Board (PAB) determine that this is acceptable. The repeat placement will be in a similar clinical area to the failed placement.

A minimum 1,000 hours of practice placement must be successfully completed before the requirements of the programme have been satisfied. Viability of practice placement will be explored with each student on a case by case basis as required.

In the event of extenuating circumstances affecting performance on placement e.g. illness, bereavement, students will be signposted to university regulations and guided to apply for recognition of Personal Extenuating Circumstances (PECs). This could lead to the placement being considered non-viable and being taken again as for the first time although the final decision will be made by the exam board.

Procedure to be followed in the event of failed assessment of Professional Suitability in Practice Placements

The following statement has been an accepted measure of suitability for the occupational therapy programmes and it is proposed that it will continue.

1. The Code of Ethics and Professional Conduct for Occupational Therapists (COT, 2015) of the British Association of Occupational Therapists, and the Health and Care Professions Council Standards of Conduct, Performance and Ethics (HCPC, 2016) sets out guidance on the expected level of professional conduct to be maintained by occupational therapists. A professionally unsuitable person is one who is deemed to be guilty of an act, practice or breach of the Code of Ethics and Professional Conduct for Occupational Therapists (College of Occupational Therapists, COT, 2015) and/or the Standards of Conduct, Performance and Ethics (Health and Care Professions

Council, 206). Such an act or practice may involve a patient, client, member of staff or person with whom the student is in contact.

2. A student who is stated as being professionally unsuitable will normally be required to retake the module or to withdraw from the programme depending on the nature of the act(s) which deemed the student to have failed the placement/module (see Handbook of Student regulations).
3. Failure to satisfy the competencies required under the Domain 1, 'Professional Suitability' cannot be compensated by achievement in Domains 2 and 3 or areas of other assessed work.

APPENDIX 9 - PRACTICE PLACEMENT CONTACT HOURS

PRACTICE PLACEMENT:

(Please indicate which practice placement is being completed e.g. 1, A)

Student Name:

Practice Placement Educator:

Placement Location:

DAY	DATE	AM	PM	DAILY TOTAL	WEEKLY TOTAL	EDUCATORS SIGNATURE

DAY	DATE	AM	PM	DAILY TOTAL	WEEKLY TOTAL	EDUCATORS SIGNATURE

TOTAL HOURS
Physical/Mental Health/Other (please state)