Professional Practice Placements

BSc (Hons) Occupational Therapy
MSc (pre-registration) Occupational Therapy
Tomorrows Workforce Curriculum

Placement Handbook

Academic Year 2018/19
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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:** | Sandy Moffat - 0191 215 6633 (March 2017 cohort)  
sandy.moffat@northumbria.ac.uk  
Dr Tracy Collins – 0191 215 6608 (January 2018 and 2019 cohorts)  
Tracy.collins@northumbria.ac.uk |
| **Placements Administrators (OT):** | Jonathon Devitt – 0191 2156474  
jonathon.devitt@northumbria.ac.uk  
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kevin.sugden@northumbria.ac.uk |
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gemma.bradley@northumbria.ac.uk |
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helen.atkin2@northumbria.ac.uk  
Gemma Bradley - 0191 215 6289  
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Julie Lowe - 0191 215 6061  
 julianne.lowe@northumbria.ac.uk  
Sandy Moffat - 0191 215 6633  
sandy.moffat@northumbria.ac.uk  
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helen.truran@northumbria.ac.uk  
Stephanie Whittington0191 2156542  
stephanie.whittington@northumbria.ac.uk |
INTRODUCTION
This handbook has been designed to provide essential information to students and Practice Placement Educators (PPEs) about practice placement. 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).

It is hoped that this handbook provides sources of information to guide you through the placement process, and assists with ensuring practice placement is a valuable and enjoyable learning experience for all those involved.

PLACEMENTS ADMINISTRATION TEAM
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).

Placement information can also be found online at: http://www.northumbria.ac.uk/sd/academic/sches/programmes/placements. This includes frequently asked questions sections and useful resources for both students and educators.

For students, there is a need to keep checking your university email address for placement changes as these can happen even days before the placement is due to start. If a placement educator notifies you directly of any change to the placement e.g. dates, placement educator, specialty, you need to inform Kevin Sugden in the placements office so that up to date information can be recorded. The placement office is responsible for all the administration related to practice placement.

COMMUNICATION
Please contact your Northumbria University personal tutor for day to day contact about placement issues, or for pastoral support whilst on placement. Depending on your location, an identified tutor will also be allocated to visit you on placement – information about who this is and arrangements for the mid-point visit will be communicated to you prior to the start of placement.

PLACEMENT PREPARATION
PRIOR TO UNDERTAKING PRACTICE PLACEMENT
You should complete the preparation checklist - Appendix 1

- Review your current health status; *(please note if you know you have had MRSA, you may need MRSA testing PRIOR to commencing your placement, see occupational health details below)*.
- Check ID and student name badges
• Check that your next of kin (N.O.K) records have the correct contact number should the rare case of an emergency arise.
• Check insurance – car and home contents if you will be leaving accommodation.
• Check the cost of accommodation – depending on your personal financial situation, expenses may be reimbursed for the cheaper accommodation. Claims are made when you return, these need to be signed by a university tutor.
• Identify travel costs of the workday (not to and from placement) e.g. local authority placements. Check with the workplace if financial reimbursement is possible, as some workplaces allow for this in their budget.
• Travel claim forms can be handed in at the Student Central Desk, Ground Floor, Coach Lane Campus Library.

OCCUPATIONAL HEALTH SERVICE
Although your ‘fitness’ for placement is screened at the start of the programme, health issues can happen at any time. If you have concerns about your health or fitness for placement, please contact your personal tutor immediately. There is also dedicated email address for student occupational health issues: oh.student@northumbria.ac.uk

ROLE-EMERGING PLACEMENTS
Some of you will have been allocated a role-emerging placement, further details including instructions and guidelines about such placements are available on eLP.

MAKING CONTACT WITH THE PLACEMENT CENTRE
You must initiate contact by emailing/writing to the practice placement educator, with a copy of the email/letter to the practice placement co-ordinator. You must email/write initially, do not phone.

You should remember that this is a professional email/letter that will help to make an initial impression with your placement educator.

If a reply is not forthcoming you may send a diplomatic reminder or telephone. If you experience difficulty in contacting your practice placement educator, please seek assistance from the practice placement liaison tutor (Gemma Bradley) or from the placement administrator (Kevin Sugden).

Guidelines of what to include in your email/letter are below:
• Thank your practice placement educator for providing the placement; remember students are invited into placement areas.
• Where appropriate any relevant medical information. It is your (the student’s) responsibility to inform your educator of any medical problems e.g. back problems, epilepsy, dyslexia, asthma – anything which may affect your performance whilst on placement. Failure to do so may put yourselves and others at risk. If you are unsure about what to disclose please seek advice from your personal tutor.
• Identify the exact location; where and at what time you need to report on your first day.
• Establish if uniform is required or the accepted dress code.
• Ensure you have necessary accommodation details.
• What transport details are available?
What are the catering facilities? I.e. you may need to take sandwiches on the first day.

Are there any parking costs?

What is the recommended preparatory reading?

You will need to know: client group, presenting dysfunctions, interventions and assessments used, etc.

Request learning opportunities pertinent to the placement experience.

Would a pre-placement visit be appropriate?

REMEMBER – you must have learning opportunities relevant to the placement prior to your pre-placement tutorial. Request these by a date that ensures that they are available for your preparation.

OTHER PREPARATIONS
You will need to read the relevant texts to ensure a confident knowledge base in relation to the stage of the programme.

Complete the relevant sheets in your Personal & Professional Development File (PPDF) prior to your pre-placement tutorial.

Appendix 1 is a checklist to help you with your placement preparation.

PRE-PLACEMENT VISIT
If the placement is in the local area you may wish to visit the practice placement centre to meet your educator prior to the commencement date. A pre-placement visit can help with your placement preparations in many ways such as enabling you to check out travel arrangements, address any particular learning needs and check that your preparatory reading is adequate and addressing the right areas.

If students are on a role-emerging placement the pre-placement visit should be arranged in pairs where applicable. ALL pre-placement visits should be arranged outside timetabled sessions. If a visit is not geographically possible, then students may wish to discuss such points over the phone.

PRE-PLACEMENT TUTORIAL
This is an individual or group tutorial and may be combined with a post-placement review of your previous placement. Details of how this is being organised will be communicated to you by the identified tutor.

Before the tutorial you are expected to:

- Where relevant, review your assessment form and summary of the post-placement tutorial from your previous placement.
- From this review, identify learning needs for your upcoming placement.
- Review the placement assessment form concentrating mainly on competency statements relevant to your level of learning.
- Review the learning opportunities from the placement setting and how these link to the red, blue and green objective statements on the assessment form.
- Identify key skills from your PPDF that are compatible with the placement learning opportunities. Be selective when identifying key skills, some will be more appropriate than others for the learning opportunities available on this particular practice placement. You are expected to come with a list of about three to four key skills that are realistically achievable within this practice placement.
• Complete the required sheets in your PPDF and bring them to your tutorial.

START OF PLACEMENT

LEARNING CONTRACT
• This should be discussed with your practice placement educator on the first day of placement and amended as required.
• Ongoing review of the placement learning contract will be undertaken and must be recorded weekly on a supervision sheet. Your personal tutor may ask to see these.

HEALTH AND SAFETY
Placement areas will 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 2). 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 PLACEMENT

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.

**PLACEMENT HOURS**

There is a requirement that all students must undertake one thousand hours of practice placement across their programme of study in order to graduate. The sheet in appendix 6 needs to be completed and signed by the practice placement educator. Remember this is an official form and therefore no ‘tippex’ should be used and crossings out should be initialled.

Please refer to the specific information about each placement to check the expected hours for your upcoming placement.

Study time which is negotiated with the placement educator, and assists the students to work towards placement learning can be signed off as placement hours.

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.

**INTEGRATING THEORY INTO PRACTICE**

You, the student are 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 red 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 meeting these guidelines can be recorded as placement hours on the hours form; hours cannot be saved up to finish placement ‘early’**.

Please refer to the specific information about your upcoming placement in relation to directed learning set by the university during your placement period.

**PLACEMENT WORKSHOP**

Most placements will include a mid-placement workshop at university. This day provides an opportunity for you to come together with your peer group, share placement experiences and develop links between your placement learning and your university modules. Further details regarding the workshop will be forwarded by the appropriate module tutor in advance of the date.
FORMAL SUPERVISION

- Students are expected to have 1 hour minimum of formal supervision per week with their practice placement educator.
- The supervision session must be documented and signed at the time that it occurs. Sample sheets are available in appendix 4.
- Supervision must include regular reviews of the learning contract and the competency domains within the final assessment form.
- 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 university tutor may access records of supervision.

TEAM ASSESSMENT OF PERFORMANCE IN PRACTICE (TAPP)

Where appropriate and through discussion in supervision, students can 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

If you are not able to collect enough TAPP evaluations to generate a report or have difficulty accessing ARC please do not panic, think of alternative ways to evidence your experience of, and skills in, collaborative working e.g. witness testimonies.

FORMATIVE MID-PLACEMENT CONTACT

- Approximately half way through the placement an allocated university tutor will visit or make contact with you and your practice placement educator.
• Formative discussions are not personal tutorials and therefore anything discussed with the university tutor may be relayed to your practice placement educator. Equally, the person visiting/contacting you is unlikely to be your own personal tutor and therefore issues of a pastoral or personal tutor, may be best discussed with your personal tutor outside of this contact.

• If you have concerns then you do not have to wait until the formative discussion. Contact can be made earlier with the university tutor responsible for your visit or the practice placement liaison tutor.

• Discussions will ascertain your 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, one copy will be placed in your PPDF and another placed in your University student records. You are reminded that this reflects the level of achievement at this stage in the placement.

• A sample of the form completed by your university tutor during the visit/contact can be found in your PPDF and in Appendix 5.

• Further discussions/visits can be arranged at the request of either the student or practice placement educator or if deemed advisable by the tutor.

SUMMATIVE ASSESSMENT – THE PRACTICE PLACEMENT ASSESSMENT FORM

• To pass the module you must achieve a pass on practice placement.

• Your final assessment form should not present any new information or surprises. There should be an ongoing two-way communication between you and the practice placement educator that culminates in the final assessment.

• If you fail a practice placement there may be the opportunity to repeat the placement in another practice setting but with a similar OT service. This will be reviewed in relation to other university work. An exception to this is if you are deemed to have failed the placement on the grounds of professional suitability. In line with standards from the Royal College of Occupational Therapists, you are not entitled to a repeat placement in such circumstances.

• There should be the opportunity to have a half way review to identify future development areas (this will be the focus of the mid-placement evaluation).

• If you are not achieving the required standard at any time in the placement, then contact must be made with your personal tutor/visiting tutor as soon as possible.

• If you strongly disagree with the comments on the final assessment form, then you may choose not to sign the form until the assessment has been discussed with the university tutor in conjunction with the practice placement educator. This will only occur in exceptional circumstances, as issues of concern should have been raised earlier.

• Evidence statements for the assessment form are the responsibility of the practice placement educator and you the student, these should be discussed during formal weekly supervision sessions. The practice placement educator will be seeking to gather evidence but there is also a responsibility on you to take an active role in the process and communicate your own knowledge and understanding. You need to furnish practice placement educators with the evidence to gain marks. Practice placement educators cannot assess what they think students might know or what they see as potential. Students therefore have to provide practice placement educators with evidence of learning.
• An end of placement a review of the learning contract should be completed as well as the final assessment form. This review of the learning contract must be documented in the PPDF.

• You should keep a photocopy of your final assessment form, as this will be needed at the post-placement tutorial.

YOU, THE STUDENT HAVE BEEN GIVEN AN ORIGINAL COPY OF THE PRACTICE PLACEMENT ASSESSMENT FORM. THIS ORIGINAL COPY IS THE COPY YOUR PLACEMENT EDUCATOR SHOULD COMPLETE AND YOU RETURN TO THE SCHOOL ASSIGNMENT OFFICE. FURTHER COPIES ARE AVAILABLE ON THE ELP.

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 patch tutor, the student’s personal tutor, or speak to the practice placement liaison tutor as soon as possible, contact details are available on page 3. Who you contact under these circumstances may depend on the particular situation.

EVALUATION OF PRACTICE PLACEMENT

EVALUATION FORM
The student is required to complete a university online placement evaluation form available on ARC-WEB. This is an essential part of the placement process.

The purpose of this evaluation is to provide feedback for the placement provider and practice placement educator, to inform the post-placement tutorial process and to form part of a placement audit tool. This allows the student to provide honest, professional feedback the information will be disseminated to the practice placement educators by the practice placement facilitators and/or the practice placement liaison tutor.

Please ensure your feedback is professional and any suggestions for improvements and expressed in a constructive manner.

FOLLOWING PLACEMENT

DOCUMENTATION
Students must ensure on leaving the placement they are in possession of the original copy of the completed final practice placement assessment form.

At the end of placement please hand in the following original documents to the receipting office, Coach Lane Library Ground Floor:
• practice placement assessment form
• hours form

Ensure that you keep your receipt (appendix 7) to say that they have been handed in.
Keep a copy of your assessment form and hours form in your PPDF.

POST-PLACEMENT TUTORIAL
Details about the post-placement tutorial will be communicated by your personal tutor. You are expected to prepare for the tutorial, completing relevant sheets in the PPDF considering:

- Your practice placement assessment form in relation to achieved competencies, personal learning outcomes and feedback on strengths and areas for development
- Links between placement and university learning
- The range of evidence you can include in your PPDF as evidence of continued professional development

Please email your tutorial preparation sheet to your personal tutor at least 24 working hours prior to the tutorial.
## APPENDIX 1 - PLACEMENT PREPARATION CHECKLIST

### Checklist for Practice Placement

The following checklist is designed to assist you in your preparations for the forthcoming placement. It is essential that you give careful consideration to the following (please tick and date when completed):

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review health status including MRSA and vaccination status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check placement information on ARC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make contact with your placement educator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request learning opportunities from your placement educator if they are not on ARC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check identity card</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check uniform/work attire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check insurance if appropriate (car, home and travel)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check financial commitments e.g. travel and accommodation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check next of kin records are up to date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review the Practice Placement Assessment Form; especially the statements relevant to your level of learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrange a pre-placement visit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare for the pre-placement tutorial – including sending the necessary documentation to your tutor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undertake preparatory reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confirm date and time of the mid-placement visit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare for your mid-placement visit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check Placement Assessment Form is correctly completed before handing in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the placement evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare for the pre-placement tutorial – including sending the necessary documentation to your tutor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2 - STUDENT INDUCTION CHECKLIST

<table>
<thead>
<tr>
<th>NAME OF STUDENT:</th>
<th>Start Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLACEMENT LOCATION:</td>
<td></td>
</tr>
</tbody>
</table>

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).

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

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

Signatures:  
Student: ___________________________  Date: ___________________________

Placement Educator: ___________________________  Date: ___________________________
APPENDIX 4 - 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 university tutor will access records of supervision during the formative placement assessment visit and post-placement tutorial.
WEEKLY FORMAL SUPERVISION RECORD

Date: 

Agenda Items:

<table>
<thead>
<tr>
<th>Student</th>
<th>Educator</th>
</tr>
</thead>
</table>

Review of items carried forward from previous supervision session
<table>
<thead>
<tr>
<th>Strengths Identified</th>
<th>Areas for Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SUMMARY OF SUPERVISION SESSION**

**ACTIONS AGREED**
See learning outcomes sheet.

Date of next supervision: ____________________________

**Signatures:**

Student: ____________________________ Date: ________________

Placement Educator: ____________________________ Date: ________________
**ACTION PLAN**

**Date:**

<table>
<thead>
<tr>
<th>Identify learning outcomes related to competencies on the placement assessment form</th>
<th>Plan to achieve by:</th>
<th>Review of progress (completed prior to next supervision meeting). Please tick completed activities identifying where the evidence is filed and highlight areas not completed for discussion at supervisory meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Observation of practice</td>
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<td>Participation in practice</td>
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<tr>
<td></td>
<td>Review local standards / guidelines / documentation</td>
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<td></td>
<td>Review national literature / research / application to programme modules</td>
<td></td>
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<tr>
<td></td>
<td>Discussion with practice educator</td>
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<tr>
<td></td>
<td>Negotiated experience planned</td>
<td></td>
</tr>
</tbody>
</table>

**Educator Signature -**  
**Student Signature –**

**Educator Signature -**  
**Student Signature -**
APPENDIX 5 - FORMATIVE ASSESSMENT (SAMPLE COPY)

To be discussed before the university tutor visit and completed at the end of the formative meeting

<table>
<thead>
<tr>
<th>STUDENT:</th>
<th>Programme:</th>
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<tbody>
<tr>
<td>Placement:</td>
<td>Type of experience:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GREEN ACTION PLAN</th>
<th>AMBER ACTION PLAN</th>
<th>RED ACTION PLAN</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>Is not progressing as required to meet the expected learning outcomes/competencies/elements on the placement assessment form. 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. The learning outcomes/competencies/elements not being achieved are listed, along with criteria for their achievement in action plan. The educator/mentor and student will have regular meetings to discuss progress and provide regular feedback to the university tutor.</td>
</tr>
</tbody>
</table>

**Educator/Mentor:**
**Student:**
**University Tutor:**
**Date:**
APPENDIX 6 - PRACTICE PLACEMENT CONTACT HOURS

PRACTICE PLACEMENT

Student Name:

Practice Placement Educator:

Placement Location:

Experience:

Date of Placement:

Date(s) of any absences:

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>AM</th>
<th>PM</th>
<th>DAILY TOTAL</th>
<th>WEEKLY TOTAL</th>
<th>EDUCATORS SIGNATURE</th>
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APPENDIX 7 – HAND IN RECEIPT

Hand in Date:

Faculty of Health and Life Sciences
BSc (Hons) Occupational Therapy

Check and Hand in:
  Practice Placement Assessment Form
  - Educator’s signatures by passed/failed competencies
  - Educator’s and student signature on page 11 and duplicate/final page
  - Any additional sheets are signed and dated by both the educator and student

  Practice Placement Hours Form
  - Educator’s signature by each week
  - Lunch hours have not been included
  - The form has no ‘tippex’/whiteout

Placement:

Module:

Practice Placement Tutor:
  Gemma Bradley

School Stamp:

Received By .................... Date ........

Tear here----------------------------------------------------------------------------------------------------------------------------------

Module: OT0600
Students Name:

School Stamp:

Received By .................... Date ........

Please retain for your records