


OT-CAT Occupational Therapy Practice Competence Assessment Tool

Part of a Regional Occupational Therapy Student Assessment used by:

Northumbria University	University of Sunderland	Teesside University
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Student's First Name	
Student's Surname	
Assessor's First Name	
Assessor's Surname	
Brief descriptor of the client group/service setting:	

Please tick the appropriate box to indicate the level of each of the constructs <i>At least one shaded area should be included in the interaction</i>	Threshold assessment 			Meets expectations for registration		N/A
	Dependent Requires constant prompting and support	Assisted Needs regular prompting or support	Supported Needs occasional prompts and feedback	Skilled Demonstrates the ability to practice independently	Accomplished Able to practice independently & exceeds expectations	
Identifies and assesses occupational need						
Analyses and prioritises occupational needs in co-operation with service users						
Facilitates occupational performance / engagement						
Evaluates, reflects and acts on occupational outcomes						
Demonstrates a commitment to person centred practice at all times						
Promotes health through meaningful occupation						
Understands and analyses the complex interaction between the person, their context and occupational performance						
Applies and articulates professional reasoning and reflective practice						
Takes a collaborative, positive approach to risk to enable occupation						
Demonstrates effective written communication skills						
Demonstrates effective verbal communication skills						
Aspects of good performance:	Areas for development:					
Practice Educator Signature and Date:	Student Signature and Date:					
Assessor Signature and Date (if different to Practice Educator):	Assessor Role:					

When should I complete the OT-CAT?

Please complete a minimum of one OT-CAT per week, based on an identified area of your practice. Try to choose an example which demonstrates as many of the identified elements as possible.

- An interaction with a service user, group or community such as an assessment or intervention
- An interaction with team member(s) such as a case conference or team meeting
- A professional situation such as a presentation or networking event
- An educational situation such as coaching another student or leading a peer-seminar

Who can complete and assess the OT-CAT?

The assessor role can be undertaken by:

- Your practice educator
- Another team member who has worked alongside you for an element of your practice
- Another student who has observed your practice or has engaged in peer-learning
- Yourself as a reflective self-assessment on an element of your practice

Please then discuss this within weekly supervision. The person you discuss this with, and the signatory at the bottom of the page must be your occupational therapy practice educator.

What do the levels mean?

Dependent	<p>Requires constant support to complete a task in practice Has been unable to respond to constructive feedback Unable to transfer or generalise feedback and knowledge between different situations. Requires constant prompting or support. Does not demonstrate safe practice LEARNERS AT THIS LEVEL ARE NOT CURRENTLY MEETING EXPECTATIONS FOR SAFE PRACTICE</p>
Assisted	<p>Is given direct instruction to complete a task in practice Is able to reflect on own performance with very direct feedback and direct/supportive questioning Uses role-modelling to rehearse and develop elements of practice Gains direct feedback from low stakes situations Needs regular prompting or support and with this support, demonstrates foundation level practice LEARNERS AT LEVEL 4 MUST EVIDENCE ACHIEVEMENT AT THIS LEVEL</p>
Supported	<p>Questioning is used to expand demonstration of knowledge and skills Reflects on own practice with some support Recognises own gaps in knowledge and seeks support from experienced others With support, can translate learning from one situation to another Needs occasional prompting or support and with this support, demonstrates intermediate level practice LEARNERS AT LEVEL 5 MUST EVIDENCE ACHIEVEMENT AT THIS LEVEL</p>
Skilled	<p>Requires only minimal prompting Understands own scope of practice and practices safely within this Recognises gaps in knowledge and proactively seeks development opportunities Able to transfer and generalise previous learning to new situations Can use reflection to question and expand own practice Synthesises information from a range of sources in order to evidence and underpin knowledge and skills Demonstrates the ability to practice safely and independently within the scope of practice of a student Occupational Therapist LEARNERS AT LEVEL 6 MUST EVIDENCE ACHIEVEMENT AT THIS LEVEL</p>
Accomplished	<p>Demonstrates a high level of knowledge, skill and competence, beyond the level expected of an entry level occupational therapist. Able to practice independently and exceeds expectations</p>