



**Northumbria**  
**University**  
NEWCASTLE

**OCCUPATIONAL THERAPY PRACTICE ASSESSMENT  
DOCUMENT (OT-PAD)**

**FACULTY OF HEALTH AND LIFE SCIENCES**

**BSc (HONS) OCCUPATIONAL THERAPY**

**MSc OCCUPATIONAL THERAPY (PRE-REGISTRATION)**

**DEGREE APPRENTICESHIP IN OCCUPATIONAL THERAPY**

Placement:	
Student Name:	
Practice Placement Educator Name:	
Placement Dates:	

## **Introduction for Students and Practice Educators**

Welcome to the Occupational Therapy Practice Assessment Document (OT-PAD). You will complete an OT-PAD for every period of placement on your Occupational Therapy programme. The OT-PAD does not change – although the level of development and achievement will change, depending on the level of the practice placement.

### **The document contains the following sections:**

- First Supervision Meeting – **To be completed by the student** following discussion with the Practice Placement Educators PPE(s)
- Verification of Practice Learning Hours – **To be completed by the student and verified by the PPE.**
- Ongoing Review of Learning Outcomes – **To be completed by the student** on an ongoing basis
- Supervision Summary – **One copy to be completed by the student each week**, following weekly supervision (NB you will need to add extra pages for each weekly supervision meeting)
- Formative mid-point assessment – **To be completed by the student and PPE** following a mid-point review of progress
- Final Report and Summative Assessment of Practice – **To be completed by the PPE** following discussion with the student and final review of evidence

A copy of this document must be submitted by the agreed date – this is the formal record of the placement outcome and also a record of an outcome of a module assessment. It is the student's responsibility to submit this document.

The learning outcomes within this document should be discussed on an ongoing basis – during the initial meeting, during weekly supervision, a mid-point review meeting and during a final meeting to discuss the final summative assessment. If students or educators have concerns about progress towards the required learning outcomes, this should be discussed with the allocated University Tutor as soon as possible.

### **Guidance Notes for the summative assessment of practice**

The final report and summative assessment of practice is the main section to be completed by PPEs – this is where the PPE records student performance against the placement learning outcomes and subsequently records the final placement outcome.

The summative assessment of practice contains four sections:

- Section 1 – Safe and Effective Practice
- Section 2 – Professional Skills and Development
- Section 3 – Communication and Partnerships within the Practice Context
- Section 4 – Occupational Therapy Knowledge and Skills

All learning outcomes in sections 1-4 are mapped against Health and Care Professions Council Standards of Proficiency for Occupational Therapists (HCPC, 2013). Learning

outcomes in section 1 are assessed on a 'pass/fail' basis. These learning outcomes are seen as pre-requisites for professional practice and must be achieved to a level which meets your expectations for safe student practice in your practice environment.

Learning outcomes in section 2-4 are graded on the grading scale below:

<b>Dependent (Not met)</b>	<b>'Foundation/Assisted' Level</b>	<b>'Intermediate/Supported' Level</b>	<b>'Advanced/Skilled' Level</b>
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### What do the levels mean?

<b>Dependent (Not met)</b>	<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.</p> <p><b>Requires constant prompting or support. Does not demonstrate safe practice</b>  <b>LEARNERS AT THIS LEVEL ARE NOT CURRENTLY MEETING EXPECTATIONS FOR SAFE PRACTICE</b></p>
<b>Foundation/Assisted</b>	<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</p> <p><b>Needs regular prompting or support and with this support, demonstrates foundation level practice</b></p> <p><b>LEARNERS AT LEVEL 4 MUST EVIDENCE ACHIEVEMENT AT THIS LEVEL</b></p>
<b>Intermediate/Supported</b>	<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</p> <p><b>Needs occasional prompting or support and with this support, demonstrates intermediate level practice</b></p> <p><b>LEARNERS AT LEVEL 5 MUST EVIDENCE ACHIEVEMENT AT THIS LEVEL</b></p>
<b>Advanced/Skilled</b>	<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</p> <p><b>Demonstrates the ability to practice safely and independently within the scope of practice of a student Occupational Therapist</b></p> <p><b>LEARNERS AT LEVEL 6 MUST EVIDENCE ACHIEVEMENT AT THIS LEVEL</b></p>

**First Supervision Meeting - to be completed by the student, in discussion with the Practice Placement Educator (PPE). If multiple PPEs or services are involved in the placement, this can be completed more than once, or completed in partnership.**

**Summary of placement experience to date including strengths and areas for development identified during previous placements (for the first placement, summarise wider relevant experiences to date). Feedback from previous placements should be available to your PPE for review if required.**

**Personal learning plan for this placement (linked to development needs above and the learning outcomes for the placement) – please detail between 3-5 SMART goals you may have whilst on placement.**

**On review of the learning outcomes, discuss what learning opportunities are available on the placement to help you to meet the required outcomes. If specific learning outcomes will be achieved within particular services or as part of different elements of the placement, please identify this here.**

**What are your arrangements for support, supervision and use of study time?**

**Factors that may impact on learning – this could include:**

- Additional learning needs and reasonable adjustments
- Social and family circumstances such as caring responsibilities or regular appointments
- Discussion of risk of discrimination linked to protected characteristics (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy/maternity).
- Religious practices
- Previous experiences which may be relevant to how the learner experiences the placement setting such as bereavement or personal/family health issues

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<b>Have you completed a local induction? (please tick)</b>	<b>Yes</b>	<b>No</b>
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**Arrangements for mid-way University contact?**

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<b>Signature of Practice Placement Educator</b>		<b>Date</b>	
<b>Signature of Student</b>		<b>Date</b>	



DAY	DATE	ACTIVITY	DAILY TOTAL	WEEKLY TOTAL	EDUCATORS SIGNATURE

DAY	DATE	ACTIVITY	DAILY TOTAL	WEEKLY TOTAL	EDUCATORS SIGNATURE

DAY	DATE	ACTIVITY	DAILY TOTAL	WEEKLY TOTAL	EDUCATORS SIGNATURE





DAY	DATE	ACTIVITY	DAILY TOTAL	WEEKLY TOTAL	EDUCATORS SIGNATURE

DAY	DATE	ACTIVITY	DAILY TOTAL	WEEKLY TOTAL	EDUCATORS SIGNATURE

TOTAL HOURS

**ONGOING REVIEW OF LEARNING OUTCOMES - To be completed by the student throughout the placement and shared with the PPE during weekly supervision**

Learning Outcomes	Evidence (type of evidence, date shared/discussed)
<b>SECTION 1 – SAFE AND EFFECTIVE PRACTICE</b>	
Is able to practice safely and effectively within their scope of practice in line with professional codes of conduct and local policies.	
Understands the need to act in the best interests of service users at all times	
Able to maintain own fitness to practice including an awareness of own health needs and resilience	
Understands the need to maintain high standards of personal and professional conduct	
Able to practice in a non-discriminatory manner	
Is aware of the limits of the concept of confidentiality, including GDPR and information governance	
Is able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public	

**SECTION 2 - PROFESSIONAL SKILLS AND DEVELOPMENT**

Able to manage own workload and resources effectively

Understands the need to uphold the rights, dignity, values and autonomy of service users, groups and communities, recognising the effect of inequality, poverty, exclusion, identity, social difference and diversity on occupations and occupational engagement.

Has knowledge of current legislation applicable to the profession and the practice context.

Understands and is able to gain informed consent.

Responsible for identifying own development needs, demonstrating resilience, resourcefulness and self-management.

Participates in training, supervision and mentoring.

Understands the value of reflection on practice and the need to record the outcome of such reflection.

Understands the concept of leadership and its application in practice.

**SECTION 3 – COMMUNICATION AND PARTNERSHIPS WITHIN THE PRACTICE CONTEXT**

Understands the specific local context of practice, including socio-cultural diversity of the community demonstrating cultural sensitivity and intelligence.

Demonstrates effective and appropriate verbal and non-verbal skills in communicating information, advice, instruction and professional opinion to individuals and communities.

Uses interpersonal and collaboration skills to encourage active participation of individuals, families, groups and communities.

Able to collaborate and co-operate with others, contributing effectively to multi-disciplinary teams and building partnerships with wider organisations and sectors.

Able to keep and manage accurate, comprehensive records in accordance with legislation.

Uses digital technology to maintain and develop elements of the role.

**SECTION 4 – OCCUPATIONAL THERAPY KNOWLEDGE AND SKILLS**

Uses concepts and theories to analyse the complex interaction between the person, a group or community, their context and occupation.

Able to gather and use appropriate information and integrate this into the occupational therapy process.

Able to select and use a range of assessment tools and techniques.

Able to select, analyse, develop and modify specific occupations, activities and environments to promote health and wellbeing.

Understands and enables positive risks, where such risks are a necessary part of engaging in occupation

Able to use theory, research, reasoning and problem-solving skills to determine appropriate actions

Able to work in partnership with individuals, groups and or communities in order to evaluate the effectiveness of occupational therapy

**Supervision Summary – to be completed by the student during/after each weekly supervision. This should then be signed/agreed by the PPE. Weekly sheets to be added.**

<b>Student Name:</b>		<b>Date of Supervision</b>	
<b>Strengths</b>			
<b>Areas for development</b>			
<b>Objectives for next week (and links to learning outcomes)</b>			
<b>Signature of student</b>			
<b>Signature of Practice Educator</b>			
<b>Date of next meeting</b>			

**Formative Mid-Point Assessment**

**TO BE COMPLETED BY THE STUDENT – Self assessment and reflection on progress:**

**TO BE COMPLETED BY THE PRACTICE EDUCATOR – Comments on progress and areas for development:**

<b>Practice Educator Signature</b>	<b>Student Signature</b>	<b>Date</b>

<b>Additional Action Plan Required? Please circle</b>	<b>Yes</b>	<b>No</b>	<b>If additional action plan required, please refer to guidance on next page</b>
<b>If Yes, date discussed with University Tutor</b>			

### Formative Mid-Point Assessment – Guidance for Action Planning

	Criteria	Actions/Resources
<b>No Action Plan Required</b>	Is identified as working successfully towards ALL of the agreed learning outcomes and has passed the relevant number of OT-CAT assessments by the mid-point	No remedial action is necessary Continue as per original learning plan.  Discussed during routine mid-way contact with University Tutor.
<b>Additional Action Plan Required</b>	Is working successfully towards <b>MOST</b> of the agreed learning outcomes However, needs development in a specific area	Inform University Tutor of Action Plan status and arrange a meeting as required.  Identify specific learning outcomes which need further development / learning. Signpost student to feedback and actions from earlier supervision meetings.  Identify how learning opportunities to support achievement will be provided.  Document all of the above. Regularly review the action plan with agreed timescales.
<b>Additional Action Plan Required</b>	Is NOT PROGRESSING as required to meet the agreed learning outcomes Failure to reach the approach level in these before the end of the placement will result in the student failing the placement	Inform University Tutor of Action Plan status and arrange tripartite meeting.  Identify specific learning outcomes which need further development / learning. Signpost student to feedback and actions from earlier supervision meetings – if necessary, highlighting that expected progress has not been demonstrated.  Identify how learning opportunities to support achievement will be provided  Document all of the above. Regularly review the action plan with agreed timescales. Schedule review meeting with University Tutor.



**FINAL REPORT – SUMMATIVE ASSESSMENT OF PRACTICE**

**SECTION 1 –SAFE AND EFFECTIVE PRACTICE**

**THIS SECTION IS PASS/FAIL AND ALL LEARNING OUTCOMES NEED TO BE PASSED FOR A PASSED PLACEMENT.**

To be completed by the Practice Placement Educator:

HCPC Standard of Proficiency	Learning Outcomes	Pass	Fail
1.0, 15.2	1.1 Is able to practice safely and effectively within their scope of practice in line with professional codes of conduct and local policies		
2.1	1.2 Understands the need to act in the best interests of service users at all times		
3.0	1.3 Able to maintain own fitness to practice including an awareness of own health needs and resilience		
3.1	1.4 Understands the need to maintain high standards of personal and professional conduct		
6.0	1.5 Able to practice in a non-discriminatory manner		
7.0, 7.1, 7.2	1.6 Is aware of the limits of the concept of confidentiality, including GDPR and information governance		
7.3	1.7 Is able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public		
	Comments (including detail if any failed learning outcomes recorded)		

**SECTION 2 – PROFESSIONAL SKILLS AND DEVELOPMENT (ALL LEARNING OUTCOMES NEED TO BE PASSED AT THE LEVEL REQUIRED FOR THE PLACEMENT)**

**THIS SECTION IS GRADED. STUDENTS MUST ACHIEVE THE LEVEL INDICATED BELOW TO PASS THE PLACEMENT**

<b>Level 4 Placements</b> All Learning outcomes must be achieved at the minimum 'Foundation/Assisted' Level	<b>Level 5 Placements</b> All Learning outcomes must be achieved at the minimum 'Intermediate/Supported' Level	<b>Level 6 Placements</b> All Learning outcomes must be achieved at the 'Advanced/Skilled' Level
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To be completed by the Practice Placement Educator:

HCPC Standard of Proficiency	Learning Outcomes	Not Met	Foundation – Assisted	Intermediate – Supported	Advanced – Skilled
1.2	2.1 Able to manage own workload and resources effectively				
2.3, 5.4	2.2 Understands the need to uphold the rights, dignity, values and autonomy of service users, groups and communities, recognising the effect of inequality, poverty, exclusion, identity, social difference and diversity on occupations and occupational engagement				
2.5	2.3 Has knowledge of current legislation applicable to the profession and the practice context				
2.7	2.4 Understands and is able to gain informed consent				
3.3	2.5 Responsible for identifying own development needs, demonstrating resilience, resourcefulness and self-management				
4.6	2.6 Participates in training, supervision and mentoring				
11.1	2.7 Understands the value of reflection on practice and the need to record the outcome of such reflection				
13.12	2.9 Understands the concept of leadership and its application in practice				
	Comments (including detail if any learning outcomes have not been met or have been met to a higher standard)				

**SECTION 3 – COMMUNICATION AND PARTNERSHIPS WITHIN THE PRACTICE CONTEXT (ALL LEARNING OUTCOMES NEED TO BE PASSED AT THE LEVEL REQUIRED FOR THE PLACEMENT)**

<b>Level 4 Placements</b> All Learning outcomes must be achieved at the minimum 'Foundation/Assisted' Level	<b>Level 5 Placements</b> All Learning outcomes must be achieved at the minimum 'Intermediate/Supported' Level	<b>Level 6 Placements</b> All Learning outcomes must be achieved at the 'Advanced/Skilled' Level
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To be completed by the Practice Placement Educator:

HCPC Standard of Proficiency	Learning Outcomes	Not Met	Foundation – Assisted	Intermediate – Supported	Advanced – Skilled
5.2	3.1 Understands the specific local context of practice, including socio-cultural diversity of the community demonstrating cultural sensitivity and intelligence				
8.1	3.4 Demonstrates effective and appropriate verbal and non-verbal skills in communicating information, advice, instruction and professional opinion to individuals and communities				
8.8	3.5 Uses interpersonal and collaboration skills to encourage active participation of individuals, families, groups and communities				
9.4, 9.5	3.6 Able to collaborate and co-operate with others, contributing effectively to multi-disciplinary teams and building partnerships with wider organisations and sectors				
10.1, 10.2	3.7 Able to keep and manage accurate, comprehensive records in accordance with legislation				
14.21	3.8 Uses digital technology to maintain and develop elements of the role				
	Comments (including detail if any learning outcomes have not been met or have been met to a higher standard)				

**SECTION 4 – OCCUPATIONAL THERAPY KNOWLEDGE AND SKILLS**

<b>Level 4 Placements</b> All Learning outcomes must be achieved at the minimum 'Foundation/Assisted' Level	<b>Level 5 Placements</b> All Learning outcomes must be achieved at the minimum 'Intermediate/Supported' Level	<b>Level 6 Placements</b> All Learning outcomes must be achieved at the 'Advanced/Skilled' Level
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**NB Evidence from the Weekly OT-CAT will contribute evidence of achievement of the Section 4 Learning Outcomes**

To be completed by the Practice Placement Educator:

HCPC Standard of Proficiency	Learning Outcomes	Not Met	Foundation – Assisted	Intermediate – Supported	Advanced – Skilled
13.0	4.1 Uses concepts and theories to analyse the complex interaction between the person, a group or community, their context and occupation				
14.4	4.2 Able to gather and use appropriate information and integrate this into the occupational therapy process				
14.6	4.3 Able to select and use a range of assessment tools and techniques				
14.16, 14.19	4.4 Able to select, analyse, develop and modify specific occupations, activities and environments to promote health and wellbeing				
15.3, 15.5	4.5 Understands and enables positive risks, where such risks are a necessary part of engaging in occupation				
14.13	4.6 Able to use theory, research, reasoning and problem-solving skills to determine appropriate actions				
9.10	4.7 Able to work in partnership with individuals, groups and or communities in order to evaluate the effectiveness of occupational therapy				
	Comments (including detail if any learning outcomes have not been met or have been met to a higher standard)				

**FINAL FEEDBACK – to be completed by the student and PPE**

<b>Student comments (to include a summary of student experience and to confirm that the final assessment has been discussed and agreed):</b>
<b>3 areas of strength:</b>
<b>3 areas for development:</b>

	<b>Please Circle</b>		<b>Educator Signature</b>	
<b>Has passed all learning outcomes in Section 1</b>	Yes	No		
<b>Has achieved the required standard for the level of practice placement in Sections 2-4</b>	Yes	No	<b>Student Signature</b>	
<b>Has achieved the required level of competence in the OT-CAT</b>	Yes	No		
<b>Final Placement Outcome</b>	Pass	Fail	<b>Date</b>	

To be completed by the Practice Educator and Student ONLY in the event of a failed placement

<b>Please summarise areas of concern (linked to placement learning outcomes and level of learning) and recommendations for future placement learning:</b>					
<b>Educator Signature</b>		<b>Student Signature</b>		<b>Date</b>	