



Occupational Therapy Degree Apprenticeship

Practice Educator

Briefing

Updated 2021

Link to the Recorded presentation [Click here](#)



Aims of the briefing

1. To Understand the Structure and Process of UWE OT Apprentice Placements:

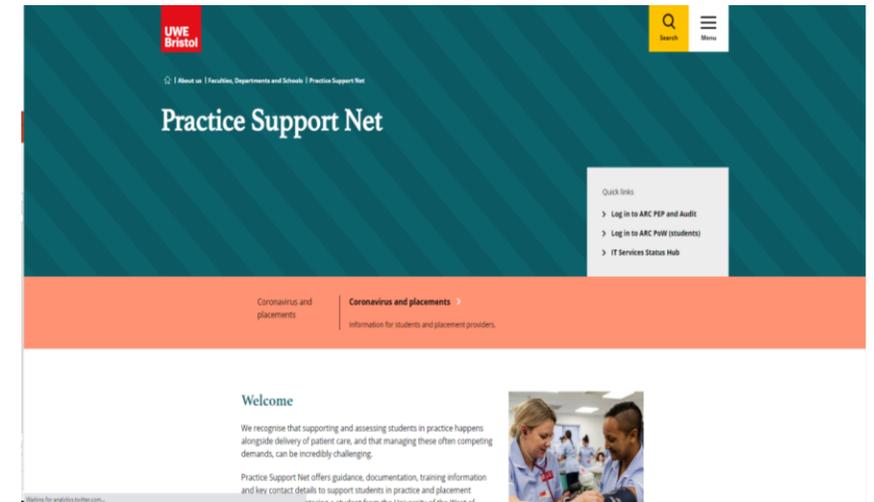
- 1. To Understand the role and responsibilities of the UWE OT Practice Educator**
- 2. To be able to use the learning contract for learning and assessment**
- 3. To know how to access support and training**



Lots of information...

Just google 'UWE Practice Support Net'

- The [UWE Practice Support Net](#) is there to help and can be accessed using this link or Google
- Follow 'Programme Guidance' to get to the OT Apprenticeship Programme information.
- Please be aware this differs from the full-time programme so please make sure you go to the right pages.



Apprenticeship Who's who?

- Apprentices
- Employers
- **Vanessa Parmenter**

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BSc (Hons) Applied Occupational Therapy

4 years full time

- Level 4: Exploring Occupation
- Level 5: Valuing Occupation
- Level 6: Promoting Occupation

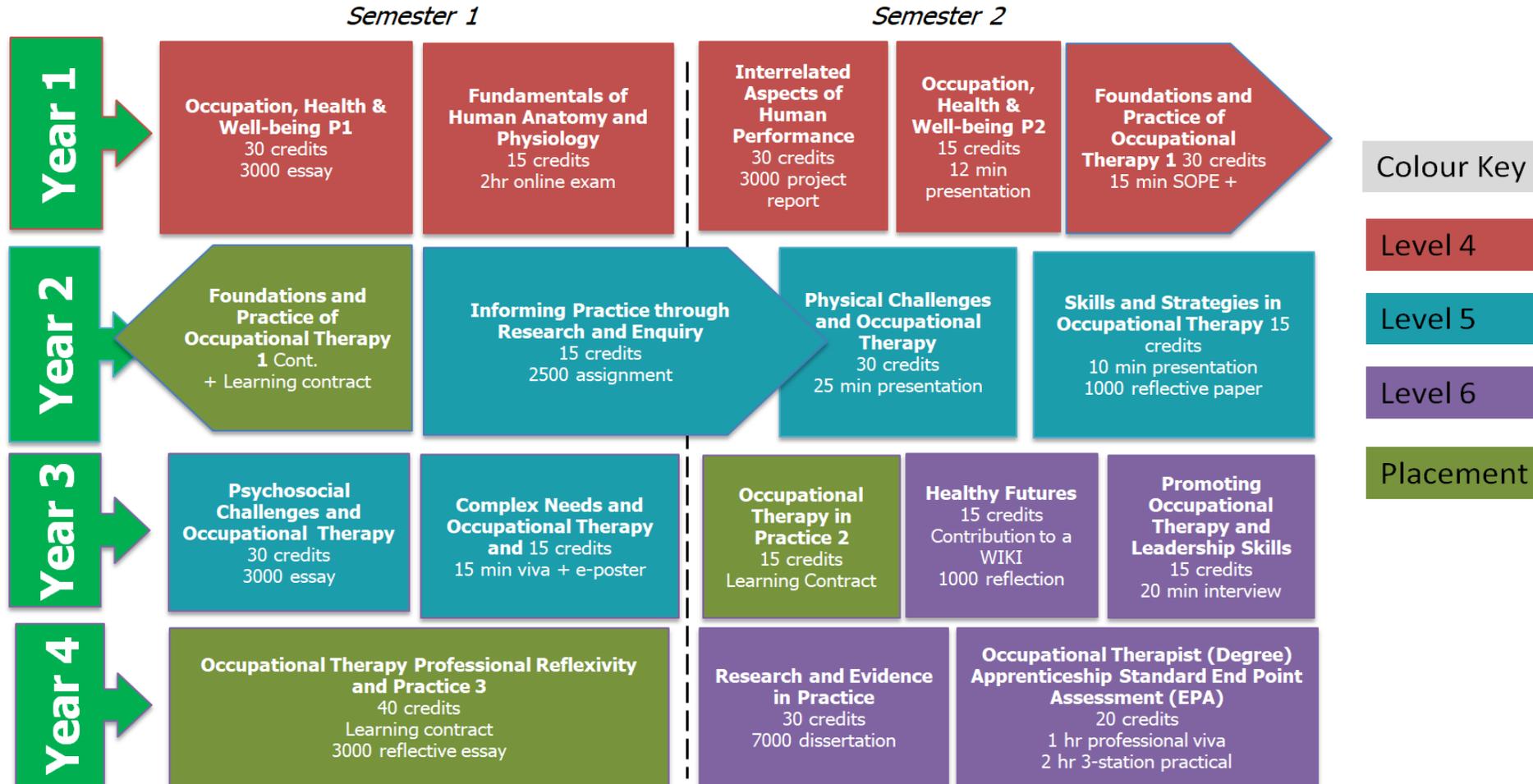
3 Placements – 1000 hours

- Placement 1: 9 weeks
- Placement 2: 10 weeks
- Placement 3: 11 Weeks



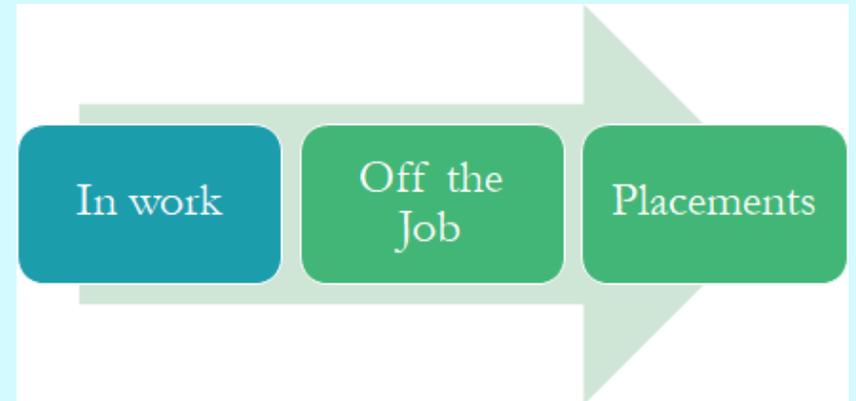
BSc Applied Occupational Therapy

Student Journey



Teaching and Learning

- **IN WORK**
- Building a portfolio of evidence, linked to the knowledge, skills and behaviors with support of workplace **assessor and mentor**.
- **OFF THE JOB Academic learning**
- 2 days per week in term time Achievement and **Assessment of 340 credits** – Leading to the **20 credit** end point assessment.
- **Placements**





Placement Hours and Study

- Full time although some apprentices are on a 30 hour per week contract
- Normal office hours usually - can include shift patterns not expected to work weekends
- 3.5 hours per week (pro rata) of placement related study that count towards their placement hours.
- Sickness /Absence Reporting
- Students also have an assignment to complete for OTP3

Placement Process

Employer sources the placement

UWE monitors allocation for quality assurance and to ensure it meets RCOT and HCPC standards.

Apprentice will contact the placement to initiate relationship and gather information.

Start the placement

Apprentice arranges midway tutorial (ideally on MS TEAMS)

Apprentice submits draft learning contract for moderation

Midway tutorial discussion

Completion of learning contract work

PE sign off learning contract, hours record and write final report

What is the Role of the Practice Educator?

What qualities do successful Practice Educators need?

Do you recall what qualities you appreciated in your Practice Educators?



What qualities do successful practice educators need?





PE Responsibilities....

1. Understand the learning outcomes (placement competencies)
2. Understand the apprentice's needs / experience / motivations
3. Induct the apprentice to the placement setting
4. Monitor, facilitate and guide learning opportunities
5. Provide regular weekly supervision
6. Support and approve the writing of the learning contract
7. Continually assess and provide feedback to the apprentice
8. Participate in a midway tutorial
9. Sign off the learning contract and hours record
10. Write a final report

How can you ensure that a student experiences the most from your setting?

What do you think Occupational Therapy apprentices need to learn?

What opportunities are there in your placement setting to support learning?



The Placement Competencies



Each of the three placements OTP1, OTP2 or OTP3 have a distinct set of placement competencies that the apprentice must meet to pass the placement.



These are available to view on the Practice Support Net



Check which placement your apprentice is completing and ensure you familiarise yourself with the relevant placement competencies. Think about how these can be addressed in your setting



The placement competencies are written in such a way that they can be applied and interpreted to be applicable to any setting



Each placement builds on the knowledge skills and behaviours of the last placement.

Access plans

- Apprentices encouraged to share with PE
- Reasonable adjustments may be required to support learning
- Apprentices with Specific Learning Disabilities may require general adjustments
- Useful guidance found here: [Guidance for students with specific learning difficulties](#)



The Learning Contract

- Is an assessment tool for all placements allowing all the UWE, HCPC and RCOT approved set learning outcomes to be achieved
- Considers individual placement settings and the apprentice's previous learning and their personal goals
- It is negotiated and agreed
- Is a professional document and the basis on which the apprentice's performance on placement is mutually understood and assessed.
- The apprentice has the responsibility for writing-up, however you must input and agree to the contents
- It is the tool by which you pass or fail the apprentice

The Learning Contract- Based on Theories of Adult Learning

- Adults learn best when they take ownership of their own learning
- They are aware of their learning style & the methods by which they learn
- Adults need to know why they need to learn something.
- Acknowledges the learner's previous learning & experience & the importance of relating new learning to current knowledge base
- Apprentices at UWE take responsibility for their own learning through Problem Based Learning (PBL) and the use of learning contracts



Analyse
learning
needs and
opportunities
available

Discuss
with
student

Initial Draft
Contract
written and
discussed
with PE

Submitted to
UWE for
moderation
and approval
By week 3

Weekly
review of
LC and
criteria

Final
signing
off

Stages in Writing a Learning Contract

BSC (HONS) APPLIED OCCUPATIONAL THERAPY PRACTICE PLACEMENT LEARNING CONTRACT

Learning Needs What do I need to learn?	Identify related P.C's by number	Learning Resources and Strategies How can I best learn and integrate this? What resources are available to me?	Criteria for evaluation. How will we know when I have learned what I have needed to learn? What will I be able to do that I can't do now?	Supporting Evidence (location and type)
Pass/Fail			Practice Educator Signature	
Pass/Fail			Practice Educator Signature	

Sample Learning Contract

Learning Needs What do I need to learn?	Related P.C.s by no.	Learning Resources and Strategies: How can I best learn and integrate this? What resources are available to me?	Criteria for evaluation: How will we know when I have learned what I need to learn? How will the Practice Educator evaluate my abilities?	Supporting Evidence (location and type)
To be able to complete an assessment of a service user's occupational needs	1, 2, 4, 5, 6, 8, 10	Observe my PE Read relevant placement policies re documentation Familiarize self with placement assessment documentation	Complete, using an appropriate client centred approach 2+ of the following: An initial assessment A kitchen assessment to a competent standard as deemed by PE by end of week 6 approx.	Supervision records Examples of completed paperwork
Pass/Fail			PE Signature	
To use basic occupational therapy skills including clinical reasoning	1, 2, 5, 6, 9, 10	Review academic study notes on clinical reasoning Discuss with PE	Assisted in planning and running 2+Occupational Therapy interventions* showing competent occupational therapy skills* as deemed by PE by end of week 7 Demonstrated through formal discussion in supervision an appropriate level of clinical reasoning regarding 2+ service users and their treatments.	Supervision records Student notes for supervision
Pass/Fail			PE Signature	
To be able to communicate effectively with the MDT	4, 5, 6, 7	Observe MDT meeting Shadow other professionals Read local process document on MDT meetings Gain IT access	Complete 2+ MDT meetings demonstrating appropriate communication and sharing of information for 3+ clients on my caseload to a competent standard as deemed by PE by end of week 5	Supervision records Student notes for MDT
Pass/Fail			PE Signature	

Criteria for Evaluation

You will be passing or failing the apprenticeship on these – can you?

Does the evaluation criteria measure achievement of the identified placement competencies?

Are *all* the placement competencies met by the criteria for evaluation?



Considerations...



Written by the apprentice but guided by you

What can realistically be tackled on the placement and in the time available?

Are you comfortable with all aspects especially the criteria for evaluation?

Supervision

Should be protected time and weekly

Find out about the apprentice

- Experience
- Preferred learning styles
- Personal goals
- Access Needs
- Any issues that may impact on their performance?

Ask them what they expect from you

Be clear about what you expect from them



Content

Reflection

Teaching

Support

Goal setting

Feedback

Assessment

Models of Supervision



Consistent:

Communication
Expectations



Regular



Clear:

Responsibilities
Roles

Midway
Tutorial
Support:

role of the
midway
tutor

POINT OF CONTACT AND ADVICE

WILL MODERATE, GIVE FEEDBACK AND
FINALLY APPROVE THE LEARNING CONTRACT

CONDUCT THE MIDWAY TUTORIAL

STEP IN TO PROVIDE SUPPORT AND ADVICE
IF AN APPRENTICE IS AT RISK OF FAILING

Assessment and feedback



Use your professional judgment and feedback from colleagues



Seek feedback from service users



Give regular encouragement



Identify strengths



Provide constructive criticism



Set clear goals and expectations – check for understanding



Use the learning contract

Supporting Struggling Apprentices

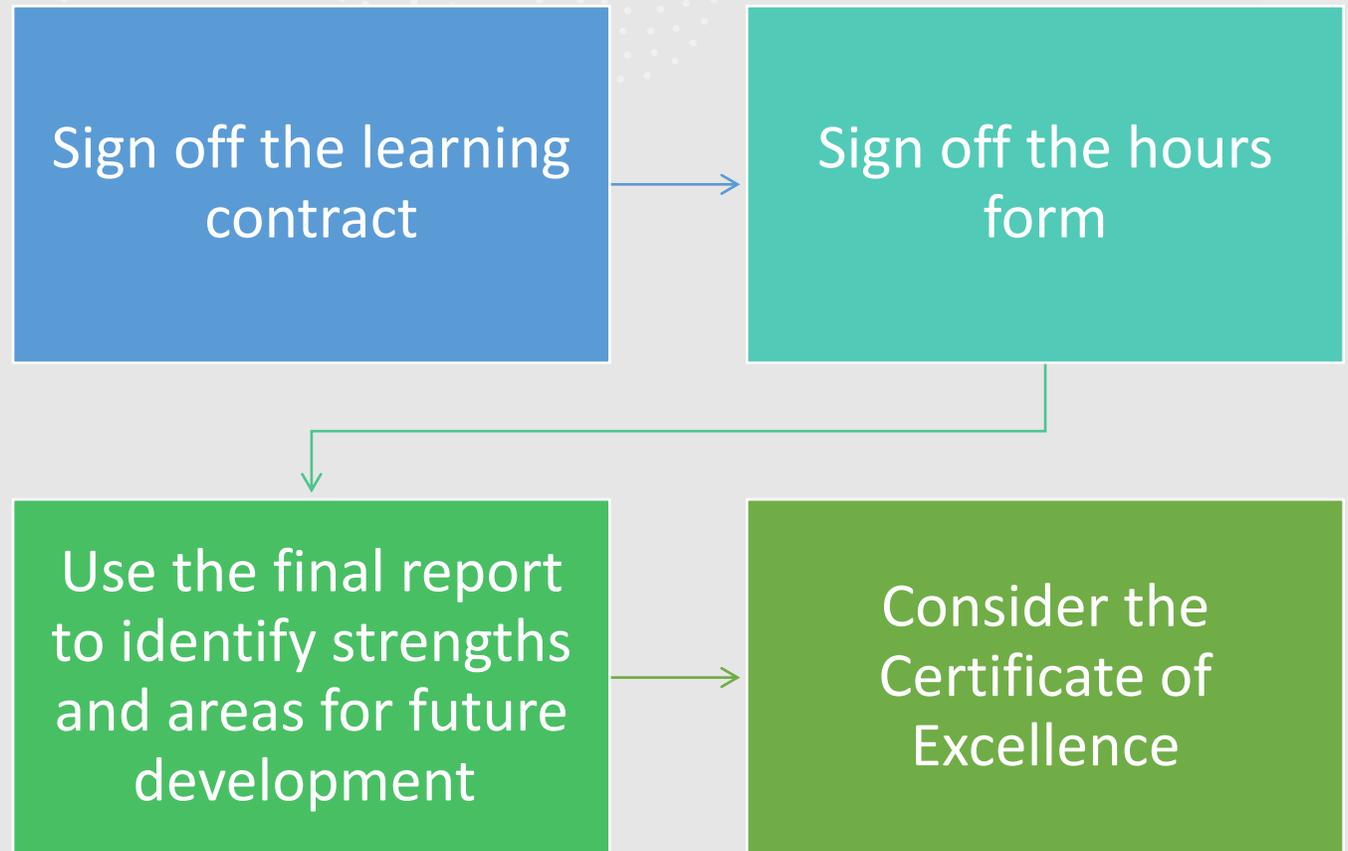
-  Read the Failure Protocol on the Practice Support Net
-  Contact the midway tutor at the earliest signs to set and agree an action plan
-  Be clear about what your concerns are in relation to the learning outcomes and contract
-  Provide plenty of guidance and opportunity for the apprentice to address your concerns.
-  Stay in regular contact with UWE (midway tutor) to review the action plan
-  Be open, supportive and give plenty of feedback and praise
-  Do not formally fail the apprentice until you have discussed this with the midway tutor or their representative at UWE – either face-to-face or by telephone
-  Do use the word fail so the apprentice is fully aware of the situation and need for action

Final Report and Grading

- The Student needs to pass all aspects of the learning contract to pass the placements
- The placement is either pass or fail. There is no grading of placements.
- If the PE considers the student to have excelled in 3+ areas in relation to the placement competencies they can nominate the apprentice for a Certificate of Excellence. This can support their personal profile, and evidence towards their Knowledge, Skills and Behaviours



Final report



Certificate of Excellence

01

Download nomination form from the Practice Support Net

02

Give specific examples of how the apprentice has excelled against 3 or more of the placement competencies

03

Submit this form: details available on the Practice Support Net

04

You and the apprentices will be notified on awarding of the certificate

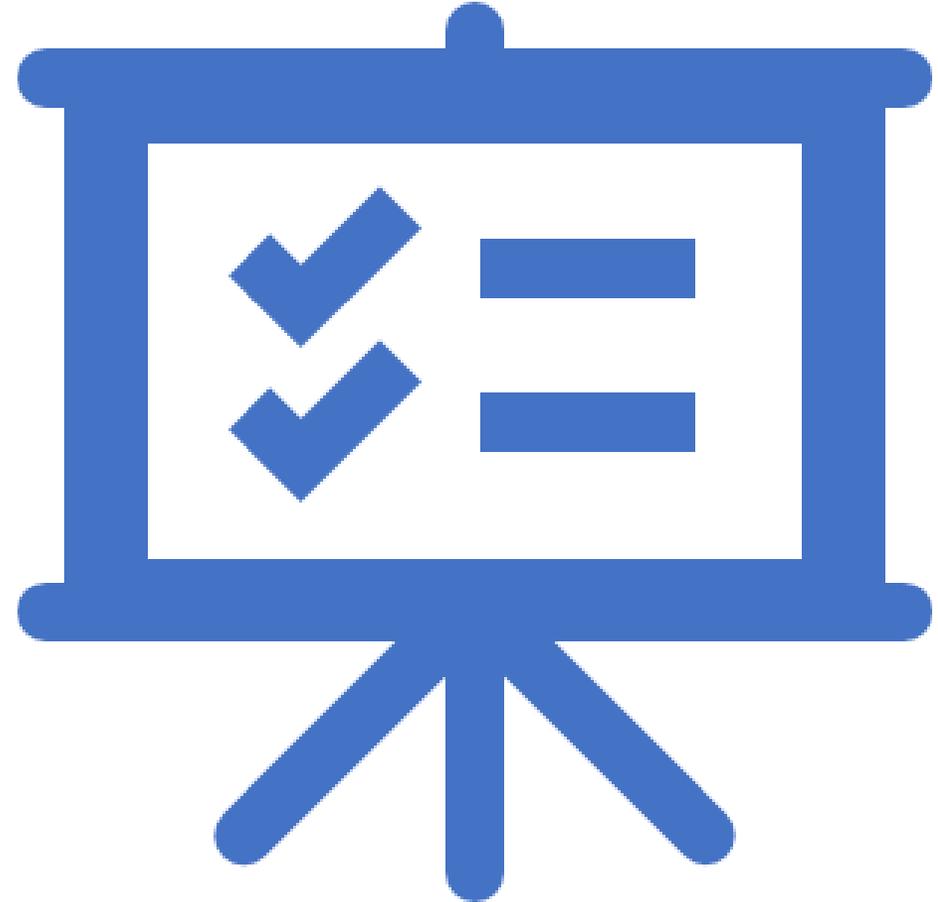
Failing an apprentice

- It can be appropriate to fail an apprentice
- Sometimes a struggling apprentice can be helped or needs more time
- Apprentices are encouraged to continue the placement to aid their learning in preparation for future placements



Evaluation

-
- Do ask the student to evaluate the placement
 - Ask them to do this after the final report has been given
 - UWE evaluation





Celebrate Unique and diverse students

- 13% unexplained attainment gap
- Unconscious bias
- White privilege
- Student experience
- White fragility by Robin DiAngelo



Additional training

Supporting Students in Practice - SSIP



- The aim of this course is to provide an understanding of the principles of supporting students in practice
- The course is suitable for **all healthcare professionals** who support students in practice. You will be directed to profession specific material during the course
- Free to attend however registration is required

For more details go to:

<https://courses.uwe.ac.uk/Z51000122/supporting-students-in-practice>

MSc Rehabilitation

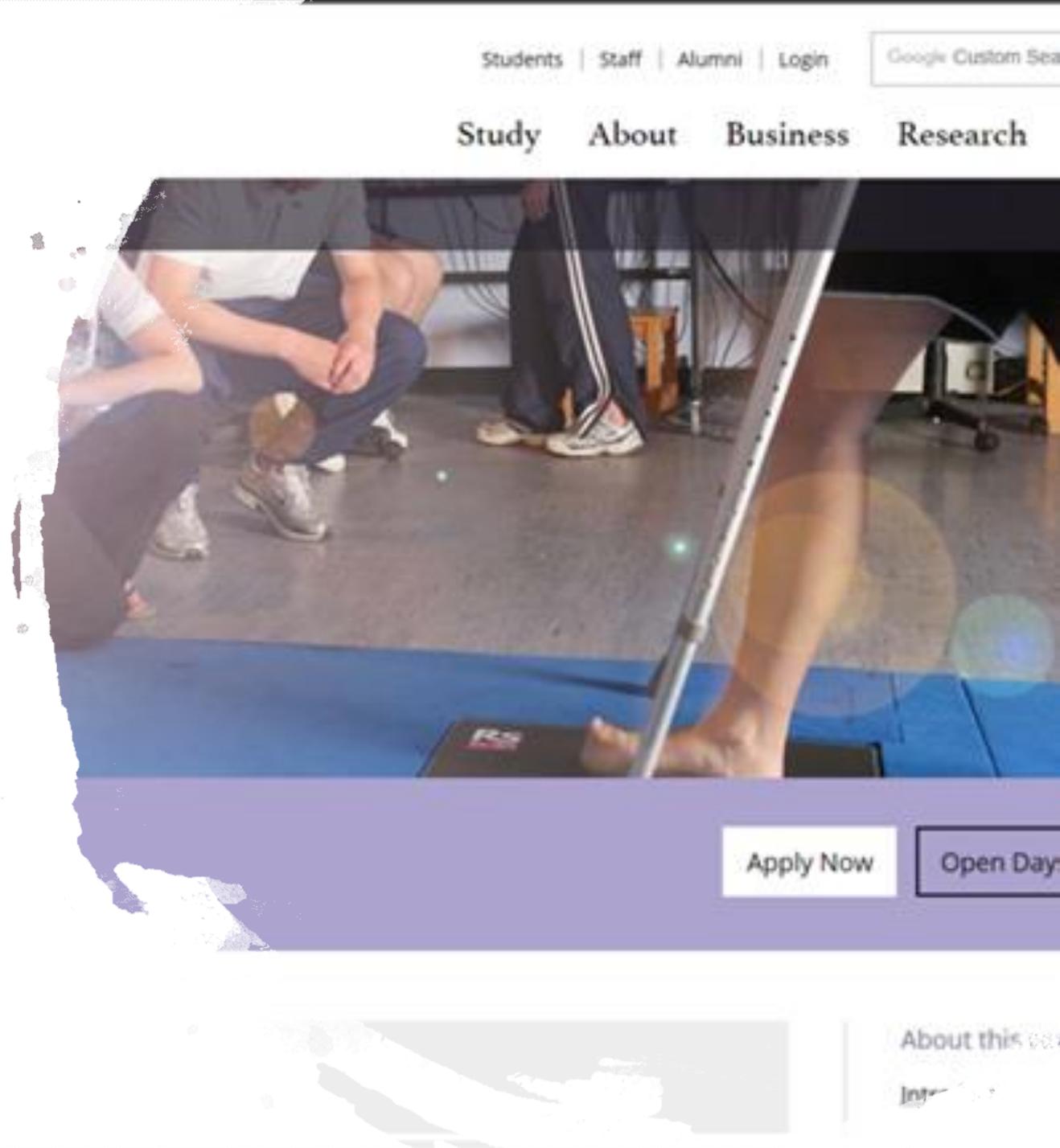
A distance learning course with an emphasis on contemporary leadership, this flexible Master's degree will give you the tools needed to design services and successfully implement change

<https://courses.uwe.ac.uk/B99P1/rehabilitation>

- **Programme Leader:**

Lynda Hughes

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Any Questions?

Prior to each placement block we will hold a synchronous Q and A session on Microsoft Teams

To book a place:

- Check on the Practice Support Net for dates and the booking form
- Turn up with your questions



A close-up photograph of two hands, palms up, holding a small, rectangular piece of white paper with deckled edges. The paper is held between the fingers of both hands. On the paper, the words "Thank You" are written in a black, elegant cursive script. The background is a solid, dark color, making the hands and the paper stand out. The entire image is framed by a white border, which is itself set against a dark brown background.

Thank You