

BSc Hons Occupational Therapy

Professional Practice Portfolio

Faculty of Health and Allied Sciences

Department of Allied Health Professions

BSc Hons Occupational Therapy Practice Portfolio

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Aims of the Portfolio

The contents of this folder provide a framework for you to record, reflect, evaluate and plan your professional practice education throughout the programme. It will allow you to ensure that you have achieved the competencies in core areas and encourage you to develop the ability to critically reflect on your practice and the practice of others.

The portfolio allows you to be self-directed and responsible for your own professional development. You will be able to link your practice placements as a continuum of experience to maximise your learning opportunities. You can also use it as a log to record your professional practice experiences which will prepare you for your post registration career and lifelong learning.

The portfolio is for you to complete as you progress through your professional practice modules. Although you are responsible for maintaining the portfolio, practice educators and UWE tutor support will help to facilitate its completion throughout the programme. You may be required to submit your portfolio for inspection by external examiners during the programme.

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Rationale

Professional practice education is an indispensable and integral part of the programme. Changes in health and social care provision have resulted in a widening range of work environments, increasing autonomy for the occupational therapist and a requirement for evidence based practice. It is therefore essential that the professional practice placement modules and their associated outcomes reflect this trend while providing the minimum 1000 hours required for qualification in a diverse variety of settings (College of Occupational Therapists, 2014, p18).

Emphasis is placed upon the student achieving the competencies outlined in the College of Occupational Therapists learning and development standards for pre-registration education (College of Occupational Therapists, 2014) and gaining experience in a variety of professional settings. This personal Professional Practice Portfolio enables you, the Faculty and practice placement staff to work together to ensure you attain an appropriate level and breadth of professional practice prior to qualification.

It is expected that through actively engaging your learning supported by this portfolio you will be able to:

- Develop your awareness of opportunities offered by the available range of practice settings
- Use the placement competencies, the learning contract and your personal goals to guide you in making the most of placement learning resources.
- Transfer skills from one setting to another which is seen as vital in health and social care today.

Each occupational therapy practice module facilitates the integration of theory into practice. It is also expected that you will develop new knowledge and skills in the professional practice environment, rather than merely consolidating what has previously been learnt in the university setting.

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Placement competencies that are achieved at Level 1 are further developed and added to at Level 2 prior to reaching the higher levels of learning and skill during Level 3. The learning process is seen to follow a spiral pathway; the transfer of professional skills from one level to the next reinforcing and enhancing previous learning whilst you add further skills as you 'travel' from one professional practice experience to another.

By the end of the professional practice modules you will be able to demonstrate, within the context of occupation as the primary focus, the ability to:

- 1. Adapt therapeutic and social skills to different practice environments**
- 2. Make independent decisions with appropriate justification**
- 3. Manage a caseload**
- 4. Work as part of a team**
- 5. Recognise the role of other health and social care professions**
- 6. Recognise the scope and limitations of your skills**
- 7. Engage in continuing professional development**
- 8. Practice in a professional and ethical manner**
- 9. Demonstrate an occupational focus**
- 10. Work as a member of an interprofessional team**

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Core Skills/Competencies

The BSc(Hons) Occupational Therapy programme is designed to produce competent, reflective, practitioners capable of taking responsibility for their own professional development and who are able to contribute to the safe, ethical and effective delivery of evidence-based occupational therapy services in a wide variety of multi-professional contexts.

To help to achieve this you will undertake professional practice placements in a range of settings, work with people across the age spectrum who may have a variety of occupational challenges, and learn to integrate fully into various multi-professional settings. To ensure that you meet the College of Occupational Therapists' and the World Federation of Occupational Therapists' requirements regarding breadth of placement experience, the choice of where you go on your placements is made by the Practice Placement Coordinator in conjunction with the Professional Practice Office (PPO). The PPO will take into account information you provide on your ARC profile, **it is your responsibility to complete this and update it regularly if / when your circumstances change.**

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The Three Professional Practice Placements

Occupational Therapy Practice 1

This placement occurs in the final (third) term of the first year following completion of academic modules covering contributing disciplines and occupational science. The academic module that immediately precedes this placement covers basic skills and knowledge for placement readiness. Furthermore, students are prepared with moving and handling, basic life support and the use of learning contracts.

Occupational Therapy Practice 2

This placement occurs in the second term of year two and gives students the opportunity to consider in detail, the impact and challenge of impairment and disability on the service user's occupations and how this disruption affects the service user. Much of what is experienced in this placement is integrated with the other level 2 modules. The module provides the students with the opportunity to apply level 2 uniprofessional and interprofessional learning to occupational therapy practice and continue to develop occupational therapy skills in a variety of settings. The influence of professional power and user control will be highlighted, within the context of the social model of disability.

Occupational Therapy Practice 3

This module which occurs in the first term of the third year, enables the student to fully appreciate the specialist contribution of occupational therapy and consolidate their occupational therapy skills. The content includes evidence-based practice and management of change. It will form a basis for integrating placement learning with level 3 academic modules. The student is expected to appraise the interagency service delivery and critically analyse the skills demonstrated by occupational therapists in the setting, as well as facilitating the service user's choice and performance of occupations.

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The student is expected to critically evaluate their own practice and modify it as necessary, critically evaluating all aspects of service delivery and its social context. The student is also expected to manage a caseload appropriate for a student at the beginning of their level 3 studies, with a view to prepare them for practice as a qualified occupational therapist.

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UWE Responsibilities

The Professional Practice Office (PPO), in collaboration with the identified placement coordinator from the occupational therapy academic team will allocate you to a suitable placement setting drawn from the list of placement offers available. To ensure that you meet the College of Occupational Therapists' and the World Federation of Occupational Therapists' requirements regarding breadth of placement experience, the choice of where you go on your placements is made by the occupational therapy placement cohort coordinator in cooperation with the PPO. The cohort Practice Placement Coordinator will take into account information you provide on your ARC profile and any access information where and access plan exists.

The University will write to your Practice Educator (PE) prior to your placement, providing them with information about the PPO and access to online information on educator development and the Practice Support Net.

PPO will release placement information to your whole cohort, at the same time if possible, at least 4-6 weeks prior to the placement start date. Occasionally this target is not possible to meet as placement providers have not confirmed placements to PPO. In such cases, PPO will advise individual students by e-mail if there is likely to be a delay in notifying them of their placement details. Students access their placement information online via the ARC system.

You will receive tutor support from a member of UWE academic staff throughout your placement. Initially, the tutor will review your learning contract and provide feedback, then a midway tutorial will be conducted, usually by telephone or other electronic media, or if necessary, through a personal visit by a UWE staff member. You will be notified as to which member of staff will be conducting this tutorial before the placement starts. Further tutorials may need to be organised as deemed necessary. If you experience any problems contacting your allocated tutor it is your responsibility to alert the module leader as soon as possible.

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Student Responsibilities

You are expected to contact the PE, at the earliest opportunity after you have received your placement allocation through ARC. You may do this by email or telephone. The placement may have indicated a preferred mode of first contact via ARC.

Please note: Placement information can change at the last minute which can mean that the information accessed via ARC can be inaccurate. You must contact your PE at the earliest opportunity to confirm the details of your placement. When you do so, you should provide your PE with contact details so that she/he can advise you of start times, pre-placement preparation and any other issues. The PE will also be able to let you know if uniform is required or if there is a dress code. It may be advisable to arrange an informal visit to the placement before the start date.

Mandatory Training

It is imperative that you attend the timetabled sessions in Basic Life Support (BLS) and Manual Handling (MH) and complete the on line training before you go out on your placement. Your Practice Educator may wish to see your certificates to confirm that you are suitably trained. If for unavoidable reasons you miss this training it is your responsibility to ensure you undertake the required training prior to your placement. If you fail to do so you will not be able to go out on placement.

Self-Declaration

Following your induction, each academic year you are required to complete a self-declaration with regard to your health and Disclosure and Barring Service (DBS) status. This will be an automatic pop up on your ARC log-in.

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The Learning Contract

It is your responsibility to type up the learning contract agreed between you and the PE. This includes any amendments agreed between you and your PE as the placement progresses. Your completed learning contract, as agreed between you and your PE, should be submitted by e-mail to your designated midway tutor for moderation by the first working day of the third week of your placement. Your midway tutor will aim to respond to your learning contract and suggest any amendments within 5 days of the deadline. Contact the module leader if you have any concerns.

Midway Tutorial

It is also your responsibility to contact the named tutor by the beginning of the second week of your placement to arrange the midway tutorial, if it has not been arranged prior to the placement starting. Also ensure your PE has the name and email address of the midway tutor.

Record Keeping and Submission

Each week you must add up the total hours you have spent on the placement that week, which must be initialled by the Practice Educator. The accumulation of placement hours is explained in the next sub-section. At the end of your placement the total hours' record must be signed off by the PE.

At the end of the placement it is your responsibility to follow the directions for submission given by the module leader and to submit the following on the hand in date:

- **One copy of the Practice Educator Report,**
- **One copy of your Hours Form**
- **One copy of the Learning Contract.**
- **Your Personal Goals Form**

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You must ensure that you keep copies of the above forms safely in your portfolio, (in section 5) as it is your only evidence of completion of the required hours.

The university will save the information as a record of your placement achievements.

Seeking the Service-User's Consent

While you are on placement, you will obviously be working with service-users (clients or patients) as well as their friends and family members. On your first meeting with the service-user and before you start the process of assessment you MUST explain that you are a student occupational therapist and seek their consent for you to work with them. You MUST make them aware that they can refuse to consent to your involvement with them. If this should happen, it is important to remain professional about this – we all have the right to refuse to have any student work with us – even in an organisation which provides student placements.

Confidentiality

The Confidentiality National Health Service Code of Practice (DoH 2003) services all professional regulatory bodies. It provides guidance to the NHS and related organisations on patient confidentiality issues. Its intention is to present a consistent message on issues around the processing of patient information. Specific regulatory professional bodies also give clear statements in their codes of conduct on the importance of maintaining confidentiality (HPC 2008; GSCC 2004; NMC 2008).

Looking after the information you hold about patients - If you handle and store information about identifiable, living people – for example, about patients – you are legally obliged to protect that information (Information Commissioner's Office ICO, 2009).

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UWE considers it vital that students are conscious of the importance of maintaining confidentiality in the practice settings, in assessed work and on university sites. All students must recognise that they may be privy to confidential information and that any information or confidence must not be disclosed in the public domain, unless you are concerned someone may be at risk of harm (HPC 2008; GSCC 2004; NMC 2008). It is important that students recognise that in any work submitted (assignments; projects; case studies; portfolios; presentations; examinations; reports) and in class based reflections that they must not identify any person or organisation.

A breach of confidentiality is the inclusion of names, images or registration details e.g. hospital number within a student's work (including appendices) that would allow an individual or area to be identified. This includes service users, carers, colleagues or organisations.

Exceptions to these would be signatures of clinical staff who sign official documentation for students in placement areas. Acknowledgement of staff who have supported students in either the workplace or university (as long as names only are included, not job title or workplace) or family/friends are permitted.

To avoid a breach of confidentiality:

Use of pseudonyms (which should be identified as such) and generalised terms e.g. social worker, nurse, health centre, practice area, young man.

Avoid the inclusion of documentation, either original or photocopied, that might reveal the identity of an individual or organisation e.g. referral letters, medical imaging records, assessment records, prescription charts, unless these are anonymised

(Exceptions to this are documents or cases that are now in the public domain e.g. Baby 'P'; Shipman enquiries).

Remove names, use blank charts or pseudonyms on charts.

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All breaches of confidentiality are considered serious and as a result the following action will be taken:

First Occasion: Once a serious breach of confidentiality has been noted the marker should report this to the module leader, who will email the student copying in the academic personal tutor and programme leader requesting a meeting to discuss the breach, breach documented in student feedback and account of meeting held in student file. Dependent on the perceived seriousness of the breach it may be referred to the Professional Suitability Panel. This decision will be made by the Head of Department.

Second Occasion: Once a second serious breach of confidentiality has been noted the marker should report this to the module leader, who will email the student copying in the personal tutor and programme leader requesting a further meeting to discuss the breach, breach documented in student feedback and account of meeting held in student file. Breach documented in student file, discussion of the breach referred to Professional Suitability Panel.

Referencing Confidential material

You may need to reference confidential material - for example, if you have access to an organisation's intranet whilst on placement and need to cite some of their documents. In order to protect the identity of the organisation, it is important you anonymise the information. If in doubt about whether to include material, seek guidance from the relevant module leader.

Reference

[Anonymised body]. (Year) Anonymised Title (Use square brackets for any part of the title that is anonymised). Location: [Anonymised publisher].

Example: [Placement Location]. (2013) *The Use of Do Not Resuscitate Orders: Older People with Dementia*. Bristol: [Placement Provider].

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In-text citation

Example: Discussion took place regarding the local policy [Placement Location, 2013]

Raising Concerns

All UWE, Bristol students are encouraged to raise concerns about the safety of themselves or others while studying at the university. This is especially the case for students undertaking programmes leading to professional regulation, who have a duty to raise concerns to protect the people they are caring for in practice.

As a Student undertaking a professional practice programme you have a professional duty to:

- Put the interests of the people you care for first and to act to protect them if you feel that they may be at risk; this may include raising and escalating your concerns
- Raise concerns if you experience or witness bullying, harassment or assault.

The university recognises that it may not be easy for you to raise a concern. You may be unsure what to do or the process and impact may seem daunting.

It is important that you raise concerns in a timely way so that any immediate issues such as safeguarding and protection of the vulnerable can be identified and acted upon. If the issue occurs while on placement, you should raise your concerns using the placement provider policy. If there is an immediate risk of harm, it is important that you report your concerns without delay to an appropriate person. Speak to your Practice Educator and /or your Academic support tutor. See also:

Raising Concerns: Students - [Practice Support Net - Policies and Procedures](#)

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Updating your ARC Profile:

It is your responsibility to ensure that your ARC profile is updated if there are changes to your personal circumstances. This will ensure we have accurate information when making the placement allocations.

Car Insurance:

More variety of community placements are available if you are a car driver and have access to a car whilst on placement. If using your own vehicle for community placements it is your responsibility to ensure that you are covered for work purposes. This does not normally cost more if you update your policy at the time of renewal. Check with your insurer.

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Access Needs:

Having a disability should not be seen as a barrier to becoming a health or social care professional. As a student health and social care professional you are responsible for negotiating any reasonable adjustments and managing your own health and conditions that may impact on your work (HCPC (2016) Standards of conduct, performance and ethics [standard 6.3]. Available from: <http://www.hcpc-uk.org/publications/standards/index.asp?id=38> , HCPC (2015), Health, disability and becoming and health and social care professional. Available from:

<http://www.hcpc-uk.org/assets/documents/10004D79Healthdisabilityandbecomingahealthandcareprofessional.pdf>

If you have any conditions that impact on you for which reasonable adjustments for placement are needed, you will need to organise a 'Placement Access Plan'.

Access Plan for Placements

An Access Plan is an informal meeting, which gives disabled students or students with a long term health or medical condition an opportunity to discuss their needs around Placements and any support or adjustments that could be put in place for them. Discussions may cover access to the placement, parking and travel, the working day including shifts and nights/weekend work. It may also cover equipment and documentation and anything else that is relevant to their learning experience on placement.

An Access Plan Meeting will not take place until the Disability Service has received sufficient Medical Evidence from the student. Failure to do so, may incur a delay to starting your placement.

There are two types of Access Plan meetings. The Disability Service will either ask you to meet with them face-to-face or arrange a telephone appointment. If a face-to-face meeting is required, this would usually involve a Disability Champion from your programme and / or your Academic Personal Tutor. Wellbeing may also attend where

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appropriate. The meetings will be chaired by one of our Disability Advisers and may last up to an hour.

If you wish to be referred for an Access Plan please contact: your Cohort placement coordinator or your APT. Alternatively referrals can also be made through the Disability Service: disabilityaccessplans@uwe.ac.uk or 0117 32 86735

Following the meeting you will receive a report, which you should share with your practice educator as soon as you are allocated so they can discuss putting the necessary support in place for you.

The reasonable adjustments will be shared with the Professional Practice Office (PPO) to ensure the allocation of placements is suitable to your needs.

If significant adjustments are needed for placement then the placement co-ordinator and/or student may arrange a pre placement discussion with the prospective PE to ensure all reasonable adjustments can be made. e.g. those students with significant mobility issues.

If after you receive your report your circumstances change, it is your responsibility to contact the Disability Service to arrange a review.

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Placement Tutorials by University Staff

The purpose of this is to ensure that integration of theoretical knowledge and practical skills learnt at the university with the professional practice setting is happening and to review the learning contract to ensure it fully reflects the placement experience. It will also ensure the development of communication and understanding between university staff and the PE, and maintain your contact with the university.

You will have the opportunity to: -

- Relate professional practice experience to university-based studies
- Discuss your student role, own performance, personal and professional development and any concerns and anxieties
- Gain support and guidance as appropriate.

Practice Educators will have the opportunity to:

- Discuss the placement and the programme being offered.
- Discuss the learning outcomes and learning contract
- Describe your progress and discuss any concerns
- Gain further information about the university-based studies
- Gain support and help, if needed, to facilitate the students' learning.

The member of academic staff will have the opportunity to:

- Discuss the learning objectives and review the learning contract with you and your PE
- Maintain contact with you
- Offer advice and support to you and/or PE as appropriate.
- Increase her/his awareness of opportunities offered by the placement.

There is a suggested agenda form for each Occupational Therapy Practice tutorial, which guides the tutor allocated to provide support to the student. A copy of this is

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included within the Practice Module sections of this portfolio. This should be used as a guide by students to help them prepare for the tutorial by noting any issues on this form.

The delivery method for the tutorial is usually by telephone. Other communication modes may be used, such as video conferencing and e-mails. Where deemed appropriate, a face to face meeting at the setting can take place. This is discussed in later sections of the portfolio.

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Professional Practice Placement Hours

Over the course of 3 practice placements you will complete thirty weeks of practice (of at least 36 hours per week). Start and finish times are to be arranged at the discretion of the Practice Educator and are subject to the demands of service user care and departmental organisation. You will normally be expected to work the standard hours of the occupational therapists in this setting. This is usually office hours but could include shift work and evening or weekend working.

Study Time

You are entitled to half a day of study time per week.

The 36 hours per week of student practice includes your half day of study time

The study half day *must* be used for practice placement related study. It is seen as an essential aspect of your practice placement. You are expected to be self-directed but responsive to guidance from your PE in the use of this time, to ensure the learning and consolidation of new knowledge and skills maximise learning your learning from this experience. Your weekly reflective logs, IP logs and other forms of reflections on your practice must be undertaken in your personal study time, not during the study half day counted in your placement hours. In order for the study hours to count towards your placement time, it must be used for study directly related to the placement and your work with clients in that setting. Your reflections are personal to you in relation to your learning and the College of Occupational Therapists deem that this cannot be included in this time.

Sickness /Absence Reporting

You must follow the local policy regarding the reporting of sick leave to your Practice Placement, so make sure you are aware of their policy. You must also contact the PPO placement helpline to report any absence, on the first day of absence, and keep us informed re: return date/continuing illness. The number is:

0117 328 3283

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Hours worked and sick leave must be recorded on the Practice Placement Hours Record form (see Hours Section).

Students can query any absence through ARCWEB query (ARCWEB@uwe.ac.uk)

Please note Bank holidays are not to be included in your hours of working.

Additional guidance on placement hours:

A student cannot 'make up' for lost hours by, for example, being at the placement for 5 full days a week and not taking a half day of study. The study time is inherent in the placement and integral to your placement experience. We do not support students in pursuing other part-time work during placements. Study time is designated for the purposes outlined above.

There are a few placements where shift work (early/late) is the accepted practice of the setting. Students should expect to fit in with such work patterns, although students are not usually expected to attend placements at the weekend.

Compensation for absence

If you are absent from placement and need to make up hours missed or need additional time to complete outstanding work, then this can only be considered in the following circumstances;

1. Your PE is able and willing to provide supervision for the additional time (If the PE cannot for any reason then there is no option to make up additional hours). This must be negotiated with the PE with the full involvement of the midway tutor.
2. Where any additional hours completed occur before the submission date of your practice documents and do not impact on you meeting this deadline (practice documents include the final report, learning contract and signed placement hours sheet and any module assignment)
3. The additional proposed hours do not normally exceed one calendar week and you have the support of your midway tutor/module leader (impact of additional hours

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on taught content on the programme will be considered). The support of your tutor/module leader must be gained prior to any negotiations with your PE.

Any request for an extension of the placement beyond a week or one that requires a later submission date can only be approved through Disability Services; you should consult a student adviser, make an appointment via Information Points or by telephoning +44 (0)117 32 85678. .

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Professional Practice Assessment

This assessment reflects the complete period of the placement and is undertaken by the Practice Educator(s). It is based on the Learning Contract negotiated and constructed in collaboration between the PE, you and the allocated UWE tutor. It must incorporate the module's 'placement competencies' and any personal goals carried over from the previous placement and is assessed on a pass / fail basis. Your PE will have the opportunity to provide more detailed feedback in your Practice Educator Final Report and will indicate fail, pass, merit or distinction grade. The PE report template will be available electronically to your practice educator prior to the placement (see section 5).

It is your responsibility to return copies of the learning contract, hours form and the Practice Educator Final Report, duly completed and signed by the Practice Educator(s) by the published date and time. *NB: Failure to submit at the correct date/time will result in the placement being recorded as a fail due to non-submission.* You also need to keep another copy of these documents before submitting them, so you can keep a copy in your portfolio for future reference.

Marking of Assessments

All professional practice placements are marked pass/fail i.e. they do not produce a mark for the purposes of calculating the degree classification. The Practice Educator will grade your placement performance as: Fail, Pass, Merit Distinction. This will be based on their professional judgement of your application and autonomy of skills in achievement of the placement competencies.

There is a written assignment related to the third practice placements (OTP3) – the results of this contributes towards your degree classification. This assignment is marked by academic staff.

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Failed placements do not carry an automatic right to a repeat. There are clear guidelines on placement issues within the Department of Allied Health. The Award Board has the discretion to offer a further opportunity if extenuating circumstances have been accepted and the Programme Team support the offer. In this case you will need to repeat the placement in a similar setting, which will only take place when the Award Board has met and agreed to the second opportunity.

Students who are permitted to re-enrol on professional practice modules must have extenuating circumstances that have been accepted by the Award Board. An Award Board does not have the authority to grant a second attempt in the absence of extenuating circumstances. In line with College of Occupational Therapists' Pre-registration Education Standards (College of Occupational Therapists, 2014) a second attempt will consist of only one opportunity.

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Professional Suitability Panel

The purpose of the panel is to work on behalf of the Dean by investigating situations related to student suitability and, on the basis of the investigations, make recommendations to the Dean that will be processed in accordance with the University procedures related to Disciplinary Procedures and Rules for Students as detailed in the Student Handbook.

The Professional Suitability Panel deals with a range of situations associated with a student's professional suitability. The panel explores a student's behaviour, actions, and/or omissions that may have an impact on their suitability for membership of a professional body and/or will prevent him/her from registering with a Statutory Body or gaining a licence to practice. This process also applies where it is believed that a student's inability to meet required standards of professional practice may be attributable to physical or mental ill-health.

Examples of student behaviour, acts or omissions associated with professional unsuitability related to professional practice placements, which could be referred to the panel are:

- Falsification of official documents, such as assessment documents and travel claims
- Refusal or failure to follow legitimate health or social care organisation policy and/or academic/practice personnel instructions
- Failure to protect or disclosure of confidential information
- Dishonesty
- Students showing significant deficiencies/concern in abuse of privileges conferred by student status, such as inappropriate or unprofessional boundaries in relationships with patients, clients and other staff.
- Attitudinal or ethical shortcomings

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Section 1: General Information

- Repeated departure from good professional practice, as described by partner agencies and the relevant professional body to which the student is seeking to gain entry.
- Behaviour, action or omission when:
 - The student may be a risk to patients, clients or members of the public
 - The student may be a risk to him or herself

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Section 1: General Information

Professional Practice Office (PPO)

PPO is at the heart of University of the West of England, Department of Allied Health's commitment to high quality practice education.

Placement activity is centralised within the department to ensure that all students are exposed to high quality practice placements through efficient and effective operational systems, strategic leadership and quality assurances processes.

The PPO aims;

To provide a coordinated service that accesses a range of placements within the University catchment area, that supports the practice requirements of pre-qualifying award routes in order to produce, at the point of registration, practitioners fit for purpose and practice.

To meet the needs of the key stakeholders (including professional bodies), students, placement providers and curricula.

To provide quality assured placements, through a service and education partnership to audit and evaluation.

The PPO believes that:

Students are entitled to a range of quality placements, approved and accessible, for the achievement of identified competencies required for registration.

Practice placement providers are entitled to timely communication on all aspects of placement allocation.

The University values and supports a dynamic partnership between the PPO and the service, which supports the students in achieving the competencies necessary for registration.

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Section 1: General Information

References:

College of Occupational Therapists (2014) *College of Occupational Therapists Learning and Development Standards for Pre-Registration Education*. London, College of Occupational therapists

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Section 1: General Information

STAFF Contacts

PPO Absence reporting/Helpline	0117 328 3283
Timothy Porter, Health Placement Team Leader, PPO Email address: Timothy.Porter@uwe.ac.uk	0117 328 1179
Vanessa Parmenter, Placement Lead Placement Coordinator / Disability Champion – Cohort 2014 Email address: Vanessa2.Parmenter@uwe.ac.uk	0117 328 8869
Fi Ingleby, Placement Coordinator / Disability Champion – Cohort 2015 Email address: Fiona2.Ingleby@uwe.ac.uk	0117 328 8770
Karen Cook Placement Coordinator / Disability Champion – Cohort 2016 Email address; Karen.Cook@uwe.ac.uk	0117 328 7292
Fiona Douglas, Placement Coordinator Email address: Fiona.Douglas@uwe.ac.uk	0117 328 8787
<i>Alice Hortop</i> , Module Leader – OTP1 and OTP3 Email address: Alice.Hortop@uwe.ac.uk	0117 328 8588
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<i>Ted Riley</i> Senior lecturer Email address: Ted.Riley@uwe.ac.uk	0117 328 7665
<i>Alex Palombi</i> Senior lecturer Email address: Alex.Palombi@uwe.ac.uk	0117 328 7538
<i>Helen Martin</i> , Senior Lecturer Email address: Helen2.Martin@uwe.ac.uk	0117 328 8875
<i>Jon Fieldhouse</i> , Senior Lecturer Email address: Jon.Fieldhouse@uwe.ac.uk	0117 328 8941
<i>Elaine Hall</i> , Programme Leader Email address: Elaine3.Hall@uwe.ac.uk	0117 328 8781
<i>Sheena Jones</i> , Senior Lecturer Email address: Sheena.Jones@uwe.ac.uk	0117 328 8913
<i>Anne Johnson</i> , Senior Lecturer Email address: Anne2.Johnson@uwe.ac.uk	0117 328 8202
<i>Libby Thompson</i> , Associate Head of Department Email address: Libby.Thompson@uwe.ac.uk	0117 328 8921

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Section 2: Learning Contracts and Supervision

**SECTION 2: LEARNING CONTRACTS &
SUPERVISION**

GUIDANCE FOR USING THE LEARNING CONTRACT

MASTER COPY OF LEARNING CONTRACT

MASTER COPY OF SUPERVISION PREPARATION FORM

MASTER COPY OF SUPERVISION RECORD

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Section 2: Learning Contracts and Supervision

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Section 2: Learning Contracts and Supervision

GUIDANCE FOR USING THE LEARNING CONTRACT

Learning for each placement is managed through the use of a learning contract, which is the practical agreement between the Practice Educator (PE), the student and the Faculty. You must incorporate all of placement competencies of the module identified in the portfolio into your learning contract, alongside any personal goals carried forward from your last placement (for OTP2 and OTP3). You will negotiate with the PE for the 'right' level and wording for the learning contract linked to a particular module, as well as for the resources to support your learning. The criteria for evaluating that the learning has been achieved must also be negotiated. The learning contract is used to ensure that maximum learning occurs on the placement and also that both the PE and you, the student, know:

- what is to be learned
- how it can be learned
- how you and the PE will know when it has been achieved, so that an assessment of learning and professional competence can be made.

Each learning contract is unique and a new one is drawn up for each placement. You are responsible for writing up the contract as a result of the negotiation between you and your PE. It is imperative that you utilise the expertise of your PE and negotiate this with them as this is the tool they will use to assess your learning. It is recognised that the learning contract needs time to be established and cannot be drawn up on the first day, but should be completed by the end of the second week. It requires you and your PE to spend time together discussing the placement. Investment of time at this point in the placement should prevent misunderstandings or duplication of efforts later on. A well-used and documented learning contract will mean that both the PE and you are fully aware of each other's aims and expectations of the placement and can find evidence to support any assessment of the learning. The learning contract must be sent to the designated midway

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Section 2: Learning Contracts and Supervision

support tutor by the Tuesday of the 3rd week of each placement, in order for it to be moderated by UWE staff and that consistency of assessment across the cohort can be established.

The learning contract provides a focus for feedback and discussion of your performance and it means shared responsibility for the placement's success between you and your PE. The contract should be used as an on-going baseline to structure the discussion of your strengths and needs. Negotiation, discussion and feedback should occur continually throughout the placement. There should be a weekly formal supervision meeting to discuss the learning contract and any other issues. You should be prepared for these meetings with evidence of your progress and points for discussion (you could use the Supervision Preparation Form or your Weekly Reflective Logs). Each supervision session must be recorded on the Supervision Record and signed by both you and your PE. Your PE has the responsibility for assessing your competence and professional behaviour to ensure it is of the expected standard for a student at that point in the programme. This could mean that as the placement progresses the PE and you may identify additional learning needs which will need to be incorporated into the learning contract. You should send any revised and agreed versions of your learning contract to your designated midway support tutor.

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Section 2: Learning Contracts and Supervision

MASTER COPY OF LEARNING CONTRACT

Title page

Student name:	
Practice placement name:	
Placement address:	
Practice Educator name:	
Practice Educator telephone & e-mail:	
Type of service:	

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Section 2: Learning Contracts and Supervision

Negotiated between you and your Practice Educator (PE) STUDENT:.....PE:.....PLACEMENT

No....

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 I have learned what I need to learn? How will the Practice Educator evaluate my abilities?	Supporting Evidence (location and type)
Pass/Fail		PE Signature		
Pass/Fail		PE Signature		
Pass/Fail		PE Signature		

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Section 2: Learning Contracts and Supervision

MASTER COPY OF SUPERVISION PREPARATION FORM

The student should complete the form prior to supervision sessions where it will be used as a basis for discussion between the student and their practice educator (PE).

Student's Name:

PE's name:

Date:

What went well this week?

Why was this?

What did not go so well?

Why was this?

Give examples of when you have received positive feedback this week.

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Section 2: Learning Contracts and Supervision

Are there areas you would like to receive feedback on?

Do you feel you have had enough responsibility this week? Discuss in supervision, and record here.

Have you had sufficient opportunities to develop your skills since your last supervision meeting? Discuss in supervision and record here.

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Section 2: Learning Contracts and Supervision

MASTER COPY OF SUPERVISION RECORD

Please ensure this is used in weekly supervision sessions and signed by Practice Educator and student

<p>Date of supervision session:.....</p> <p>Practice Educator (PE):.....</p> <p>Student</p> <p>Please note who is recording</p>
<p><u>Caseload</u></p>
<p><u>Teamwork/Professional behaviour/Communication</u></p>
<p><u>Work done with people other than PE</u></p>
<p><u>Other issues/ points</u></p>
<p>Supervision Action Plan</p>

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Section 2: Learning Contracts and Supervision

Actions	By whom	Time Scale

Signatures:

Practice Educator.....

Student

Date and venue of next supervision session:

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Section 3: Refelctive Practice

SECTION 3: REFLECTIVE PRACTICE

REFLECTIVE PRACTICE

PERSONAL GOALS

WEEKLY REFLECTIVE LOG

SIGNIFICANT LEARNING EXPERIENCE

RECORD OF PERSONAL GOALS

WEEKLY REFLECTIVE LOG

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Section 3: Refelctive Practice

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Section 3: Refelctive Practice

REFLECTIVE PRACTICE

During professional practice use of the portfolio will facilitate the development of a more 'critical' approach to experiential learning which in turn will promote the development of reflective practice. This is considered a vital part of you taking responsibility for your own professional development.

Reflective practice requires a more conscious analysis of what has happened and why. This will encourage you to monitor and develop your professional practice along with developing skills of self-assessment.

The portfolio achieves this in 3 ways. It will ask you to:

- Identify and then evaluate personal goals for each placement.
- Write a report of a Significant Learning Experience, where you will look at a particular incident in detail. You will need to bring this for discussion in small groups during the placement debrief.
- Complete a separate learning log for each week of your placement

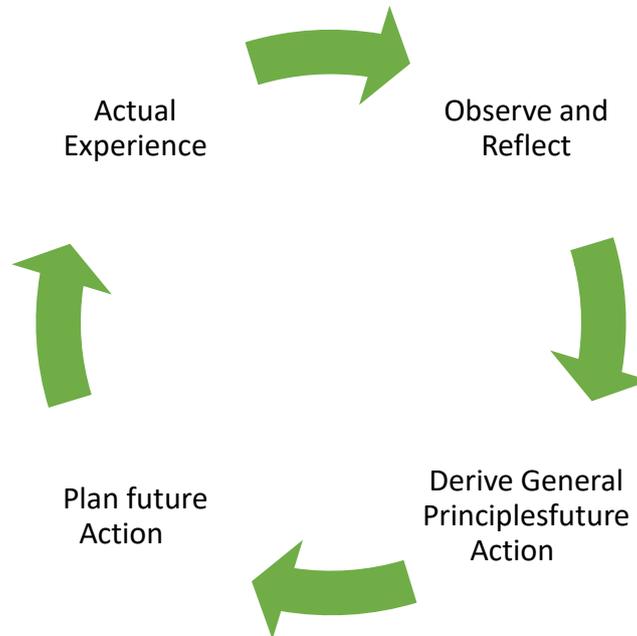
The Learning Cycle

By now you will be familiar with the type of student-centred learning undertaken to develop the knowledge and skills base required before you start clinical practice. Your occupational therapy practice modules will now involve you directly in what is known as Experiential Learning, a process in which you develop theory from practice rather than the other way around.

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Section 3: Refelctive Practice

Kolb (1984) identified 4 stages in this cycle:



This form of learning takes place every day and can be applied to any situation. An experience occurs which could involve observation or active participation. It is then reflected upon, (this may occur automatically), and the experience is considered along with similar past events and previous learning. A new understanding of that situation develops and this 'theory' is then tested in future situations with the results being reflected on and the cycle continuing.

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Section 3: Refelctive Practice

PERSONAL GOALS

Personal Goals are broad statements identifying areas on which you are going to focus during the placement. These may be in addition to achieving the stated learning outcomes of each Professional Practice Module, although it is likely that they will link closely with them, especially where the learning outcomes are related to personal professional development. Once the placement has been completed you will evaluate your personal goals. Any goals that have not been achieved can then be identified and carried forward to your next placement.

You will need to set personal goals for each placement, which you will work on during your time in practice, probably adding in a few more as you progress through the placement. From Professional Practice 2 onwards you will then add learning needs into your learning contract which relate to any personal goals which were still outstanding at the end of the previous placement.

Personal goals may be field specific or areas for personal growth, associated with unique opportunities only available in that placement or outstanding goals from previous placements.

They may be field-specific skills, for example:

'Be able to choose and implement appropriate manual handling techniques when transferring clients/service users who are non-weight bearing.'

They may be related to personal development, for example:

'Develop a more self-directed approach in my learning and not rely on the fieldwork educator.'

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Section 3: Refelctive Practice

A template for your personal goals record is included at the end of this section.

WEEKLY REFLECTIVE LOG

This log gives you the opportunity to record learning opportunities available on the placement, and help you analyse what is working on the placement and what needs attention. This will help in your preparation for the weekly meetings with your fieldwork educator to discuss your learning contract.

Copies of the reflective logs are included at the end of this section. Don't forget to include reflections on interprofessional practice.

SIGNIFICANT LEARNING EXPERIENCE

One Significant Learning Experience report must be logged for each module and will be the basis for small group discussion during the debrief week. This does not mean this is the only time to reflect on individual situations. You may choose to keep further reflective logs whilst on placement.

The reporting of a Significant Learning Experience is designed to help to develop your ability to critically reflect on individual situations. It is seen as promoting personal professional development and may lead to an improvement in professional skills.

A Significant Learning Experience can be described as a situation:

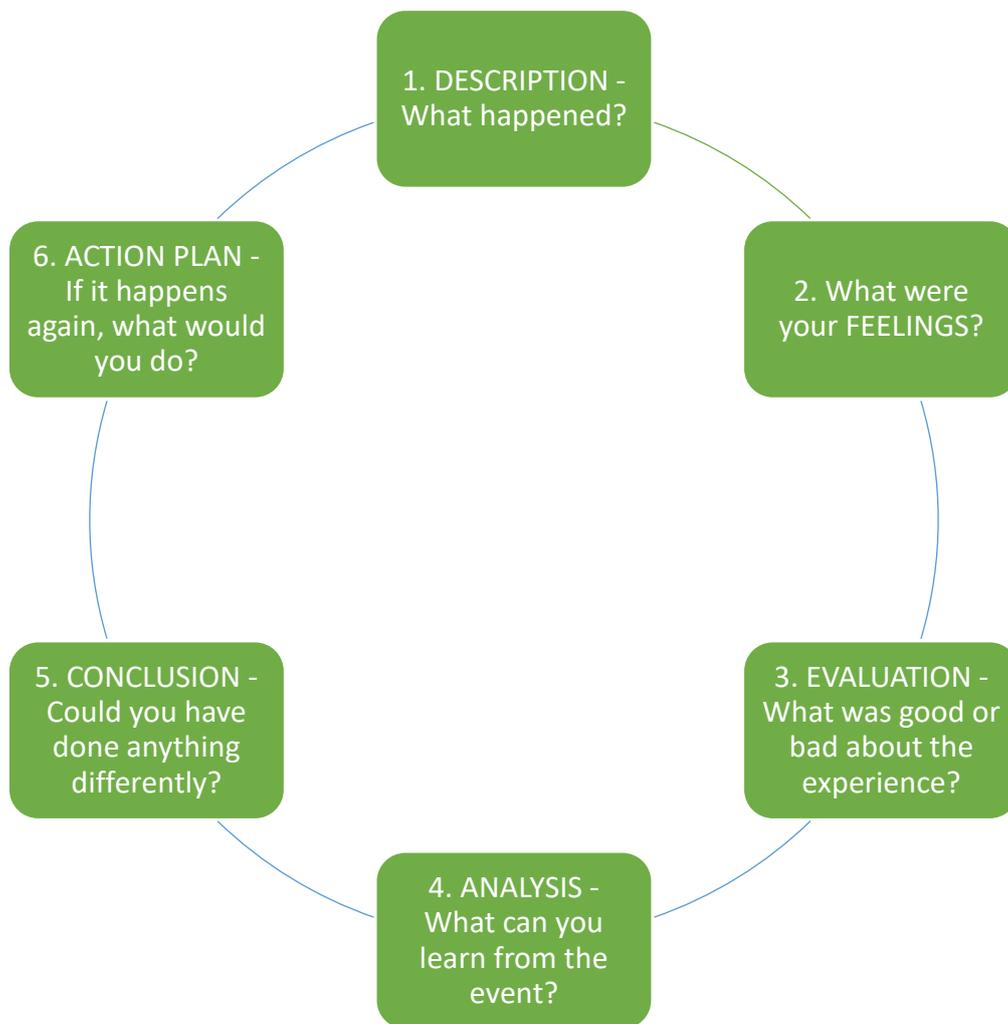
- in which personal action made a difference to the outcome
- where an event went unusually well
- where things did not go as planned

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Section 3: Refelctive Practice

- that was particularly demanding
- that captures the essence of what your work is all about

You may find it useful to follow the cycle below for your report.



The reflective cycle (based on Gibbs, 1988)

Writing the Significant Learning Report

For your report, which should be approximately 500 words, choose an event that has made some form of an impression on you. This written report is for your own development, it will not be marked but will help you make the most

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Section 3: Refelctive Practice

of the discussion and help you in working towards your assignment in your final placement.

Your first task is to then *describe* the event including any significant associated information. This description needs to be detailed enough to give a reader insight into what happened but should also be as succinct as possible. Your memory will influence the recall of events so it is best to record details of an event quite soon after it has occurred this will improve the accuracy of the account.

Once you have done this think about how you *felt*, possibly before, during and after the event. Be as honest as you can – acknowledging attitudes and values and later evaluating these are all part of the process!

Now you have a description of all the relevant facts including how you felt at the time, spend some time reflecting on what went well and what did not go as expected. Write this up as an *evaluation* of the situation. This will lead you on to answering the next question 'What can you learn from the event?'

Your *conclusion* will look at things you could have done differently or justification for the course of action taken. Finally, identify how you would act if the same situation arose again – recognising that this will be influenced by the context in which the situation occurs in the future.

The above is a structured guide to 'getting started' with writing about a Significant Learning Experience. However, *this is not designed to be prescriptive*. Once you have more experience in this form of reflective writing you will develop your own style. As you become more clinically experienced, your application of theory to practice will improve. This should be reflected in your Significant Learning Experience Reports. Begin to analyse the situation in

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Section 3: Refelctive Practice

relation to your background knowledge and relevant research as well as your developing clinical experience.

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Section 3: Refelctive Practice

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Section 3: Refelctive Practice

Personal Goals Record

Record of Personal Goals: List personal goals below Date:

Personal Learning achieved: **Evaluate your achievements in relation to the learning outcomes, your learning contract and your personal goals**

P.T.O.

Learning Opportunities Undertaken e.g. in-service training, Domiciliary visits

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Section 3: Reflective Practice

Outstanding Personal Goals – **to be carried forward to future placements**

Proposed Action

Results

Weekly Reflective Log

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Section 3: Refelctive Practice

Key learning for me this week

Date:

Most useful topics or activities

Least useful topics or activities

P.T.O.

Learning needs/gaps in knowledge relevant to this placement

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Section 3: Refelctive Practice

Ideas/activities I can adapt/apply to my future practice

Interprofessional / interagency issues

Areas I want to explore further during placement and on return to UWE

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Section 4: Support

SECTION 4 SUPPORT

TUTORIAL SUPPORT

ADDITIONAL SUPPORT

FAILURE PROTOCOL

QUALITY ASSURANCE FOR PRACTICE PLACEMENTS

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Section 4: Support

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Section 4: Support

Tutorial Support

Just prior to going out on placement each student is allocated a UWE Placement Support Tutor to review their learning contract and conduct a midway tutorial. The midway tutorial is an opportunity for the student to discuss their strengths and weaknesses related to the learning needs in their learning contract with the practice educator (PE) and a UWE staff member.

Midway tutorials are normally carried out by telephone, or other form of electronic communication (e.g. video conferencing by Skype, if available). Exceptions to this, where the UWE tutor can carry out a visit to the student and PE at the placement location are outlined below.

The normal process of interaction between UWE, the student on placement and the PE will be as follows:

- Pre-placement preparation week at UWE – students are advised of the UWE tutor who will be carrying out the midway tutorial
- By end of week 2 of placement the students will have liaised with their PE and made contact with their allocated UWE tutor to arrange a date for the midway tutorial (Please note that the onus is on the student to make these arrangements)
- Tuesday of week 3 of placement – student to e-mail learning contract to UWE tutor.
- UWE tutor to review learning contract and feedback to student prior to midway tutorial. It is reviewed for consistency with learning outcomes, achievability and fairness, and any comments or suggestions to modify it will be communicated to both the student and the practice educator. The midway tutor will aim to respond within 5 working days.
- Week 4, 5 or 6 of placement – midway tutorial to take place over telephone, or otherwise, as outlined above. UWE tutors and students have been provided

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Section 4: Support

with updated agendas for the discussion in the midway tutorial that they should follow.

The 'Criteria for Evaluation' in the learning contract provide the student and the practice educator (PE) with the benchmarks for success or failure of the student to achieve the placement competencies. Therefore, it is vital that there is agreement between the student, the PE and the member of UWE staff in the midway tutorial that the learning contract is consistent with the placement competencies for the module, that it is fair and achievable.

The UWE tutor must have the opportunity to speak both with the student and the PE separately. Ideally, the student and the PE should be able to speak to the UWE tutor separately, in confidence. Arrangements for this to happen should be made prior to the phone call or other electronic communication. If this is difficult to arrange the student and/or PE should advise the tutor of the circumstances in which the midway tutorial will take place. The tutor may be able to make recommendations as to how satisfactory confidentiality can be achieved for the midway tutorial.

Follow-up telephone calls can be arranged if there are matters outstanding.

Exceptions to midway tutorial by telephone or other electronic media.

Whilst midway tutorials by telephone are considered the 'norm' for students, there are exceptions, which can justify a visit to the placement location in person by the UWE tutor. Examples of these might be as follows:

- Where a student is deemed by the PE to be having difficulty in settling in to the placement, or is not addressing some or all of the goals on their learning contract. In this instance, the PE can contact the tutor directly to request a visit.
- Where a student feels that they are having difficulty with aspects of the placement, or in meeting the goals of their learning contract and require support from a UWE tutor. However, the student must always discuss this with their PE first and agree that a visit by a UWE tutor is necessary
- Where the PE may be taking a student on placement for the first time and would like the additional support of a visit in person

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Section 4: Support

- Where a UWE tutor may have cause for concern, perhaps due to academic performance or previous placement performance.
- Where a student is deemed to be 'failing' by the PE. In this instance, the placement must follow the 'Failure Protocol' set out in the student's Practice Placement Portfolio and the information for practice educators available on the practice support net: (Follow 'Guidance by Programme')
<http://www1.uwe.ac.uk/students/practicesupportnet.aspx>
- If a student fails any placement, one additional opportunity will be offered as long as the placement was not failed due to any evidenced risk of harm to clients. If the student fails a first placement opportunity due to concerns regarding professional suitability, they will be referred through the Professional Suitability Procedure for investigation of those concerns.
- If the PE decides that they would prefer the midway tutorial to take the form of a visit in person by the UWE tutor, then it would be helpful for the UWE tutor's time management if this could be advised to UWE within the first 2 weeks of the placement (unless it is a visit under the Failure Protocol).
- The table on the following page highlights the sequence of actions required by the student during placement.

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Section 4: Support

Additional Support

If you experience problems whilst on placement that are impacting on your work, do speak to your Practice Educator and/ or midway tutor in the first instance. UWE Student Services also continue to be available to whilst on placement:

Student Support Advice Services:

Email: infopoint@uwe.ac.uk

Telephone: +44 (0)117 32 85678

Student Wellbeing:

Email: wellbeing@uwe.ac.uk

Telephone: +44 (0)117 32 86268

Harassment and Bullying

We believe that all people, whether staff, students, service user or visitors, are entitled to an environment in which the dignity of the individual is respected.

If you have any concerns about this please do discuss with your practice educator, midway tutor and / or refer to:

<http://www1.uwe.ac.uk/about/corporateinformation/equalityanddiversity/hateincidentreporting.aspx>

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Section 4: Support

Week number	Student location	Action required by student/UWE
Pre-placement preparation week	UWE	Students allocated tutors for duration of placement. Students to have contacted placements by phone, by this time.
Week 1	Placement	
Week 2		Student to contact UWE tutor to arrange tutorial by end of week
Week 3		Students to submit learning contract by Tuesday of week 3. UWE tutor reviews learning contract and responds to the student within 5 working days if learning contract received on time.
Week 4		Midway tutorial takes place in either week 4 or 5 for PP1, week 5 or 6 for PP2 and PRIP.
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		Final week for OTP1
Week 10		Final week for OTP2
Week 11		Final week for OTP3
Placement de-brief week	UWE	Students submit placement documentation, including signed off learning contract, placement hours and final report by submission date.

Table 1: Weekly chronology of student/UWE tutor interaction during placement

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Section 4: Support

Placement Failure Protocol

The basis of a student's performance whilst on placement, and the ultimate measure of whether they have passed or failed, is the learning contract which they have negotiated with their Practice Educator(s) (PE) and agreed with the UWE tutor, as outlined in other sections of this Portfolio.

1. Where a PE has identified weaknesses in a student's performance that suggest they may fail to achieve any of the criteria for evaluation on the learning contract, the PE should contact the UWE placement tutor to request that they carry out a consultation either by telephone or by visit to the placement location. *This contact needs to be made as soon as the first concerns arise.* Equally a student who is concerned that their performance may not be meeting the required standard, putting them at risk of failing, can request input from the UWE placement tutor.
 - a. The UWE placement tutor will carry out the visit or telephone consultation and have one to one conversations with the student and the PE.
 - b. The aim is to agree an action plan (with set dates) for the student to support them working towards achieving the learning needs on their learning contract.
 - c. Any agreed actions will be circulated in writing between all parties
 - d. The UWE placement tutor will arrange an agreed number of further tutorial(s) with the student and the PE, either by phone/*Skype*, or at the placement location, to continue to support the student in working towards achieving their learning needs for that placement.
 - e. The PE needs to keep the student fully aware of how they are performing against the action plan, and original learning contract, during formal supervision and informal feedback. This should include signing off any passed learning needs on the learning contract.

2. During this time, the PE may identify that the student's performance is not improving to an acceptable level in the remaining timeframe, as measured by the agreed action plan, and the original learning contract.

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Section 4: Support

- a. The PE must contact the UWE placement tutor ***before*** the final week of the placement if their overall decision is that the student will fail the placement.
 - b. The PE should keep notes of their concerns, with examples, as supporting evidence for their final decision
 - c. The reasons for the expected failure of the student can then be fully discussed (alternative contacts at UWE should be provided in the event that the first UWE placement tutor is not available).
 - d. A 3-way tutorial (either by phone/*Skype*, or at the placement location) can then be arranged to formally discuss the failure with the student if necessary, especially where the PE has concerns regarding the student's full grasp of the situation.
3. Whilst the PE should keep the student fully aware of how they are performing, the PE ***should not*** formally, unilaterally advise the student that they have failed until the discussion and process described above has been implemented and the reasons for the failure clearly outlined to a UWE staff member.
4. Where the student has failed criteria for evaluation on the learning contract, and thus failed the placement, this should be communicated to them sensitively by the Practice Educator on an agreed day towards the end of the placement following consultation with the UWE placement tutor.
- a. The student must be offered support and time for reflection by the Practice Educator following this supervision, and advised to contact their UWE placement tutor as soon as possible if they are not present during this notification.
 - b. The student should be advised of UWE's protocols regarding the possibility of them having the opportunity to re-take that placement during this meeting with their UWE placement tutor, and also what they still need to do in respect of any other assignment attached to that placement module.
5. On return to university the student will meet with the Programme Manager and either their personal tutor and/or UWE placement tutor.

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Section 4: Support

- a. This meeting will clearly outline the placement issues and what remedial action the student would need to undertake if a resit opportunity is to be supported by the programme team.
 - b. Notes will be taken during this meeting and a summary of the action points provided to the student, with a copy held on the student file until the start of the resit. NB: If a student fails the first opportunity on a module attempt, they will be granted a resit opportunity within that module run if there are no concerns as noted below.
6. If a student's performance on placement gave cause for concern regarding the safety of service users, carers or other people in the practice setting, the team may not support another attempt at placement for that student.
7. If a student was unprofessional in some aspect of their practice the Programme Leader may investigate this under the Professional Suitability Procedure.
<http://www2.uwe.ac.uk/services/Marketing/about-us/pdf/professional-suitability-and-conduct-procedure.pdf>
- a. Following this investigation, the student will be invited to a level 1 or 2 meeting under the procedure, or a level 3 panel will be convened (depending on the seriousness of the concern).
 - b. The outcome of the Professional Suitability Procedure will determine if/how the student can progress and their future on the programme. UWE will make any decision whilst remaining mindful of its duty of care and of its obligations to students under the Equality Act 2010, including in appropriate cases to make reasonable adjustments.
 - c. If the outcome of the Professional Suitability Procedure (PSP) is that the student has demonstrated themselves to be professionally unsuitable, they will have no access to a re-sit placement and they will need to consider alternatives to their current programme of study – dependent on the actual decision of the PSP Panel.
 - d. The student will be fully supported to understand what this means and consider their alternatives.

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Section 4: Support

Quality Assurance for Practice Placements

When a potential new placement area is first established there will be an audit undertaken to ascertain the nature of the service and whether it would make a safe and effective learning environment for undergraduate occupational therapy students. Thereafter, on a two yearly cycle, all placements are asked to complete a self-assessment audit tool which uses the HCPC Standards of Education & Training as a basis for questions. The self-assessment audit activity includes identifying and implementing an action plan for further enhancement of placement provision. There is an external validation exercise on the collated self-assessment results which is presented and discussed with service partners at established regular interface meetings.

Students need to complete a placement evaluation in order for subsequent placement allocation information to be accessible to them (this helps ensure completion). The evaluation of placements is performed using the online placement allocation and evaluation database, ARC. There are also annual practice educator events / liaison meetings at which quality assurance discussions can take place face to face.

Academic staff at UWE may also access practice evaluation data and this could be reviewed if specific issues are identified, for example if a student reports to the University that they are encountering difficulties on placement. This could generate action such as an ad hoc visit to the placement or communication with placement managers by senior level UWE staff – for example by an appropriate officer from PPO.

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Section 4: Support

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Section 5: Completion Documentation

SECTION 5: COMPLETION DOCUMENTATION

PROFESSIONAL PRACTICE HOURS

SUMMARY OF ACCUMULATED HOURS

HOURS RECORD FORM

PLACEMENT LEARNING CONTRACT

PRACTICE EDUCATOR FRONT SHEET

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PROFESSIONAL PRACTICE HOURS

The World Federation of Occupational Therapists (2016) states that 'each student will complete sufficient hours of fieldwork to ensure integration of theory to practice. A minimum of 1000 hours is expected' (p. 49).

Your practice hours are officially recorded on your hours' record forms. A separate form is completed for each Professional Practice Module. The hours must be agreed by your Practice Educator, who must sign the form. Please note that your half day of study hours ***are*** included in your placement total but Bank holidays are not.

On completion of the placement, you will need to upload to Blackboard the following documents:

- Final Signed Learning contract
- Signed hours record
- Final signed report

These can be scanned or photographed, then uploaded. You must also keep a copy in your Portfolio and, as an ongoing reference, record the total hours on your 'Summary of Professional Practice Placements sheet' (see following page).

Reference: World Federation of Occupational Therapists (2016) *Minimum standards for the education of occupational therapists. Revised 2016*. Perth: WFOT

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SUMMARY OF PROFESSIONAL PRACTICE PLACEMENTS & ACCUMULATED HOURS

Complete these details as you progress through your Professional Practice Modules.

PLACEMENT ADDRESS	TYPE OF EXPERIENCE – (describe service and service user group)	DATES	HOURS DONE
Module 1.			
Module 2.			
Module 3.			
TOTAL HOURS COMPLETE:			

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HOURS RECORD FORM

OCCUPATIONAL THERAPY PRACTICE MODULE:

Name of Student:

Name of Practice Educator:

Placement Address:

Category Of Placement				
Circle as appropriate	Practice Area	Physical	Mental Health	Learning Difficulties
	Age Range	Child or Adolescent	Working Age	Older Adult
	Location	Community	Hospital	Both
	Service Type	Social Service	NHS	3 rd Sector

DATES FROM/TO ____/____	HOURS ABSENT (IF ANY)	HOURS WORKED (INC. STUDY)	PRACTICE EDUCATOR INITIALS
WEEK 1			
WEEK 2			
WEEK 3			
WEEK 4			
WEEK 5			
WEEK 6			
WEEK 7			
WEEK 8			
WEEK 9			
WEEK 10			
WEEK 11			
TOTAL HOURS OF PRACTICE UNDERTAKEN			
SIGNATURE OF PRACTICE EDUCATOR			

NB: Use week numbers as necessary i.e. if your placement is 9 weeks do not use weeks 10 & 11.

X1 copy for student portfolio X1 copy for submission

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Placement learning Contract

Title page

Student name:	
Practice placement name:	
Placement address:	
Practice Educator name:	
Practice Educator telephone & e-mail:	
Type of service:	

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Negotiated between you and your Practice Educator (PE)

STUDENT:.....PE:.....PLACEMENT No....

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 I have learned what I need to learn? How will the Practice Educator evaluate my abilities?	Supporting Evidence (location and type)
Pass/Fail		PE Signature		
Pass/Fail		PE Signature		
Pass/Fail		PE Signature		

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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 I have learned what I need to learn? How will the Practice Educator evaluate my abilities?	Supporting Evidence (location and type)
Pass/Fail		PE Signature		
Pass/Fail		PE Signature		

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PRACTICE EDUCATOR REPORT FRONTSHEET

STUDENTS NAME:				
Date Submitted:	Placement Location:		OTP1/ OTP2 / OTP3 (Please circle)	
PRACTICE EDUCATORS COMMENTS:				
<p>Please comment on achievement of placement competencies, overall attitude and proficiency of student within the text box below. Use and number the continuation sheets, if required. The PE must sign and date all continuation sheets</p> <p>The students need to demonstrate achievement of all the placement competencies in order to pass the placement. If the student has passed and the learning contract has been signed-off, PEs will now need to grade the student's overall performance on placement as: PASS, MERIT or DISTINCTION.</p> <p>DISTINCTION: The student has demonstrated outstanding / excellent application and autonomy of skills in achievement of the placement competencies (learning outcomes).</p> <p>MERIT The student has demonstrated very good application and autonomy of skills in the achievement of the placement competencies (learning outcomes).</p> <p>PASS The student has demonstrated good application and autonomy of skills in achievement of the placement competencies (learning outcomes).</p> <p>Please do this on the bottom of this front page of the report. Reports can be word processed using this template, or handwritten on a printout of this document. The front sheet and any continuation sheets must be signed and dated by hand. Attach the original learning contract and one additional copy to this front sheet 2 copies must be provided, signed by hand.</p>				
Learning outcomes achieved: (please circle)	YES / NO	Outcome (please circle)	Distinction	Merit
Name of Practice Educator:			Pass	Fail
Signature of Practice Educator:				
PLEASE NOTE: Students are reminded that the outcome shown on this sheet when returned to you with feedback is PROVISIONAL ONLY, until ratified by the Examining Board				

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Continuation sheet no:	
Student Name and number:	
Placement Number and Location:	
PRACTICE EDUCATOR COMMENTS CONTINUED	
Practice Educator Signature:	DATE:

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Section 6: OTP1

SECTION 6: OCCUPATIONAL THERAPY PRACTICE 1 (OTP1)

MODULE COMPLETION CHECK LIST

MODULE SPECIFICATION

GUIDELINES FOR WRITING LEARNING CONTRACT

SAMPLE OF LEARNING CONTRACT

AGENDA FOR PLACEMENT TUTORIAL

TO BE FILED BY THE STUDENT:

COPY OF SIGNED COMPLETED LEARNING CONTRACT

COPY OF SIGNED HOURS FORM

COPY OF PE REPORT

SIGNIFICANT LEARNING EXPERIENCE

COMPLETED WEEKLY REFLECTIVE LOGS

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Section 6: OTP1

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Section 6: OTP1

MODULE COMPLETION CHECK LIST (OTP1)

ACTION	√WHEN DONE
Moving and handling and basic life support training completed within 12 months before placement. Certificates ready.	
Preplacement meeting / discussion. Confirm placement details, policies and procedures specific to placement	
Contact UWE tutor to arrange halfway tutorial	
Weekly reflective logs (to include reflections on interprofessional practice) Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9	
Significant learning experience log	
Personal goals record completed	
Learning contract completed and signed by practice educator x 2	
Professional practice front sheet completed and signed by practice educator x 2	
Copy of PE Front Sheet kept by practice educator	
Hours sheet completed and signed by practice educator x 2	
1 copy of learning contract, PE Final Report, and hours sheet, uploaded to Blackboard by submission date	
Copies of relevant documents filed in relevant sections of the professional practice portfolio for personal records.	

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Section 6: OTP1

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Occupational Therapy Practice 1				
Module Code	UZYSX6-15-1	Level	1	Version	1
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Occupational Therapy				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Professional Practice
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2015		Valid to	September 2021	

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Complete the placement competencies as defined in the Learning Contract (see assessment strategy) (Component A)
Syllabus Outline	<p>This is a practice placement module, which has some taught preparatory sessions, including mandatory moving and handling and Basic Life support practicals, which occur prior to the placement. NB: If a student does not complete these mandatory practicals and the related paperwork prior to their placements, they will be unable to commence the placement.</p>

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Section 6: OTP1

	<p>There is also a debrief week, where students can reflect upon their learning and consolidate this.</p> <p>The taught sessions will cover:</p> <ul style="list-style-type: none"> ▪ Learning contracts: how to negotiate learning needs; establishing method for evaluating outcome of the learning contract ▪ Documentation: written and verbal reporting ▪ Legal and ethical issues: how these impact on practice ▪ Physical and psychological impact of ill-health: exploring the links between these; how ill-health impacts on others not only the service-user. ▪ Moving and Handling for level 1 ▪ Basic life support skills <p>The Professional Practice Placement</p> <p>A period of time of placement learning contributing to the 1000 total of assessed hours stipulated as a professional requirement by the College of Occupational Therapists. To be achieved the hours must be assessed and passed.</p> <p>The values of the NHS Constitution are implicit within this module.</p>
Contact Hours	<p>As this is a 15 credit module, there will be approximately 36 hours of scheduled learning, which may take several forms as described below. Students are expected to spend 33.75 hours in placement related independent study (half a day a week) and, as they are out in practice for 9 weeks they will undertake a further 303.75 hours of learning on placement</p>
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, practical sessions in small groups (sizes varying due to type of activities and risk assessments) and workshops, some use of online resources</p> <p>Independent learning includes time engaged in essential reading, reflection on and review of session topics and discussions, assignment preparation and completion.</p> <p>Technology Enhanced Learning: MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning.</p>

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	<p>Placement related independent learning includes time engaged in portfolio activities – learning logs, significant learning logs, interprofessional learning logs and placement related administration – including writing, managing and updating the learning contract in collaboration with the Practice Educator and Placement Support Tutor</p> <p>Placement learning: this is the students’ first placement on the programme and provides them with the opportunity to engage in a range of activities related to the occupational therapy process and reflect on this using the tools provided</p>																									
<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="531 824 1445 1214"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="border: 2px solid black; text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">33.75</td> <td style="text-align: center;">303.75</td> <td style="text-align: center; color: red;">373.5</td> </tr> </tbody> </table> <p>Please note that the placement hours may vary due to Bank Holidays.</p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Practical Exam: practical skills assessment,</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p>	Key Information Set - Module data					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	33.75	303.75	373.5
Key Information Set - Module data																										
<i>Number of credits for this module</i>																										
				15																						
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																						
150	36	33.75	303.75	373.5																						

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	<table border="1"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>Pass/Fail</td> <td>100%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		0%		Practical exam assessment percentage	Pass/Fail	100%				100%	
Total assessment of the module:																					
Written exam assessment percentage		0%																			
Coursework assessment percentage		0%																			
Practical exam assessment percentage	Pass/Fail	100%																			
		100%																			
Reading Strategy	<p>Core Reading</p> <p>There are no set texts which students are required to purchase for this module. Reading around the topic is, however, essential and students will be directed towards appropriate material in the library resources, in the module handbook and during specific parts of the curriculum as necessary.</p> <p>Further reading</p> <p>Further reading may be expected, by the Practice Educator, if so, this will be indicated clearly by them either prior to or during the placement. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p> <p>Access and skills</p> <p>Formal opportunities for students to develop their library and information skills are provided within the induction period both at a generic and programme specific level. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library. Further formal opportunities for students to start to develop their library and information skills are provided within in the level 1 curriculum of this programme, as part of the Exploring Occupation, Health and Well-being module</p>																				
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Creek, J. and Lawson-porter, A. (2007) <i>Contemporary issues in occupational therapy: reasoning and reflection</i>. [online] London: Wiley & sons. [Accessed 18 December 2014].</p>																				

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	<p>Crist, P. and Scaffa, M. (2012) <i>Best practices in Occupational Therapy Education</i>. London: Routledge.</p> <p>Duncan, E. (2009) <i>Skills for practice in occupational therapy</i>. [online] Edinburgh: Churchill Livingstone. [Accessed 18 December 2014].</p> <p>Polglase, T. and Treseder, R. (2012) <i>The Occupational Therapy Handbook: Practice Education</i>. [online] London: M&K Update. [Accessed 18 December 2014].</p> <p>Rodgers, S., Fitzgerald, C., Davila, W., Millar, F. and Allison, H. (2011) What makes a quality occupational therapy practice placement? Students and practice educators perspectives. <i>Australian Occupational Therapy Journal</i>. 58(3). pp 195-202.</p> <p>Turpin, M. And Iwama, M. (2011) <i>Using occupational therapy models in practice: A field guide</i>. [online] London: Churchill Livingstone [Accessed 18 December 2014].</p>
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Part 3: Assessment	
Assessment Strategy	<p>This is the first placement on the programme and is assessed by a learning contract (Component A) which assesses students' abilities in practice in relation to the placement competencies listed in this section.</p> <ol style="list-style-type: none"> 1. Present a professional approach, demonstrating awareness of the ethical and legal issues of professional practice 2. Understand the roles of the interprofessional (multidisciplinary) team 3. Take account of the physical and psychological impact of ill-health 4. Analyse an occupation used in professional practice setting 5. Demonstrate basic clinical reasoning and problem solving skills 6. Complete a basic and appropriate assessment of a service users occupational needs 7. Demonstrate basic skills in using a client-centred approach 8. Demonstrate safe and effective use of occupational therapy skills

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	<p>9. Demonstrate safe and effective professional practice when working in a health or social care setting</p> <p>10. Demonstrate appropriate verbal and written communication skills with all colleagues, service users and their carers and other services</p>
--	--

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Learning Contract: Assessment of competence in practice	Pass/Fail	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Learning Contract: Assessment of competence in practice	Pass/Fail	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		

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Guidelines for Writing Your OTP 1 Learning Contract

Placement Competencies (P.C.'s)

The Placement Competencies for this placement are:

1. Present a professional approach, demonstrating awareness of the ethical and legal issues of professional practice
2. Understand the roles of the interprofessional (multidisciplinary) team
3. Take account of the physical and psychological impact of ill-health
4. Analyse an occupation used in professional practice setting
5. Demonstrate basic clinical reasoning and problem solving skills
6. Complete a basic and appropriate assessment of a service users occupational needs
7. Demonstrate basic skills in using a client-centred approach
8. Demonstrate safe and effective use of occupational therapy skills
9. Demonstrate safe and effective professional practice when working in a health or social care setting
10. Demonstrate appropriate verbal and written communication skills with all colleagues, service users and their carers and other services

An example learning contract is attached for guidance purposes. It is important to emphasise that this is a general example without detail specific to any particular placement. It uses the learning outcomes to strongly influence learning needs. However, students and practice educators may, in the context of the placement, find more appropriate ways to express

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particular learning needs that they have identified, while still incorporating all of the placement competencies above.

All aspects of the learning contract should be developed through negotiation between the student and their PE. This will be particularly important for the criteria for evaluation and the learning resources and strategies.

It should also be emphasised that the learning contract is a flexible document and can be adapted to incorporate more specific learning needs should this become necessary during the placement e.g. if issues arise in terms of safe and effective working (placement competency 9) the criteria for evaluation might be expanded/defined – see example below:

- *Demonstrated safe and effective professional practice to an appropriate standard*
- *maintained confidentiality at all times*
- *appropriately followed protocols and procedures*
- *demonstrated appropriate communication with staff and clients*
- *maintained appropriate documentation*

Significant changes should not be made after the university has moderated the learning contract without reference to a lecturer from the university.

Writing the Learning Contract

Below are listed some points which should help ease the process of writing a learning contract which is easy to follow and an appropriate assessment tool:

- When writing the 'Learning Needs' think – 'what do I need to learn in order to meet the learning outcomes?' Thus an example might be '*I need to learn*

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to understand the roles of the multidisciplinary team'. The words in bold could then become a learning need.

- When considering the criteria for evaluation think 'what will I have done or what will I now be able to do in order to demonstrate the learning has or hasn't occurred?' There are many ways to demonstrate that the learning has occurred these may include doing something practical such as an assessment, providing written evidence of knowledge or demonstrating a level of knowledge through formal discussion.
- The criteria for evaluation must be specific to the placement setting. You can have more than one criterion for evaluation for each learning need.
- Ensure the Criteria for Evaluation has a quality and a quantity element. Thus use a phrase such as *'to a competent standard as deemed by the PE'* to imply that the criteria have been evaluated to the satisfaction of the practice educator. Also identify the minimum number of assessments, clients, issues, examples, etc. that should be evidenced or give specific detail e.g. *'Described competently in formal supervision with my PE the role of the social worker, the physiotherapist, the consultant and the nurse'* or *'Described competently in formal supervision with my PE the role of 3+ members of the interdisciplinary team'*. This might be the only or one of a number of criteria for evaluation of a particular learning need. It would also be helpful to you to include an approximate target date for achievement of each learning need if possible and appropriate e.g. *'...by the end of week 6 (or 7, or 8, or 9)'*, in order for you to be able to stagger your work, rather than leaving everything to be achieved in the last week of the placement. Please be aware that contracts may not be finally signed off until the final week of the placement to ensure that standards are maintained.
- There should always be a direct link between evaluation criteria and learning needs and thus the placement competencies.
- Items such as *'Supervision records'*, *client notes'*, *'student notes'*, *'reflective log'*, *'mini case studies'* and *'formal case study report'* can provide supporting evidence. See notes on confidentiality in section 1 of this portfolio.

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Section 6: OTP1

SAMPLE LEARNING CONTRACT OTP1

Example only do not use as your learning contract

Title page

Student name:	
Occupational Therapy Practice Number	
Placement address:	
Practice Educator name:	
Practice Educator telephone & e-mail:	
Type of service:	

Negotiated between you and your Practice Educator (PE)

STUDENT NAME ... PE.....

PLACEMENT No.1...

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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)
<i>To be able to complete an assessment of a service user's occupational needs</i>	<i>1,6,7,8,9</i>		<i>Completed, using an appropriate client centred approach 2+ of the following: An initial assessment / A COPM A kitchen assessment to a competent standard as deemed by PE by end of wk 6 approx.</i>	<i>Supervision records Examples of completed paperwork</i>
Pass/Fail		PE Signature		
<i>To use basic occupational therapy skills including clinical reasoning</i>	<i>1,3,5,6,7,8,10</i>		<i>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.</i>	<i>Supervision records Student notes for supervision</i>
Pass/Fail		PE Signature		
<i>To be able to analyse an occupation</i>	<i>4,5,10</i>		<i>Written notes providing a competent analysis of tea making* Competently justified this as an occupation or part of an occupation in relation to a specified service user in formal discussion as deemed by PE, by week 8 approx.</i>	<i>Supervision records Student notes for prep for supervision Activity analysis</i>
Pass/Fail		PE Signature		

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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)
<i>To be able to take account of the physical and psychological impact of ill health (impairment and disability) on service users</i>	3,7		<i>Formally discussed physical and psychological impacts of ill health (impairment and disability) on the occupational performance of 1+ client to a competent standard as deemed by PE, by week 9 approx.</i>	<i>Supervision notes Student notes</i>
Pass/Fail			PE Signature	
To understand the roles of the interprofessional team	2,10		Described competently in formal discussion, as deemed by PE, the role of 3+ members of the Interprofessional team, by(approx.. date)	Supervision notes Student notes
Pass/Fail			PE Signature	
To be able to work in a safe and professional manner working within policies and procedures and show an awareness of ethical and legal issues	1,8,9,10		Throughout placement worked in an appropriate manner as deemed by PE. Appropriately identified 3+ ethical or legal issues that have influenced the occupational therapy provided for 2+ clients in formal discussion, by...(approx.. date).	Student notes Supervision notes
Pass/Fail			PE Signature	

These are examples only, and should not be used in your learning contract as they may not be relevant to your placement setting

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Section 6: OTP1

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Section 6: OTP1

Occupational Therapy Practice 1 Agenda for Tutorial - DATE	
STUDENT:	TUTOR:
PRACTICE EDUCATOR(S):	
PLACEMENT TYPE AND ADDRESS:	

DISCUSSION WITH STUDENT

How is the student settling in?	
Do they receive a study half day and supervision at a regular time? Are they satisfied with these?	
Opportunities for further learning within this setting?	
Opportunities to observe, participate in, reflect, and discuss assessment within the occupational therapy process in that setting?	
Opportunity to follow-up areas identified in assessment?	
Can see theoretical links to practice from academic modules studied at level 1 ('Human Performance' and 'EOHWB')?	
Opportunities to identify and discuss theory in use in this setting and how these structure practice?	
Role change (where appropriate) – identify student role, and progression toward becoming qualified practitioner.	
Able to identify gaps in knowledge from placement setting and use of resources	

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Section 6: OTP1

<p>Opportunities to observe and consider intragency and interagency working on placement, as deemed relevant to learning needs?</p>	
<p>Learning contract – using to identify own needs, relevant to placement, self-assessment, range of needs, resources and action?</p>	
<p>Progress on: Significant learning experience Personal Goals Weekly learning logs Interprofessional logs</p>	
<p>Hours form being kept up to date?</p>	
<p>Other Issues raised?</p>	

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Section 6: OTP1

Occupational Therapy Practice 1 Agenda for Tutorial - DATE	
STUDENT:	TUTOR:
PRACTICE EDUCATOR(S):	

DISCUSSION WITH PRACTICE EDUCATOR

Follow up any student issues raised/PE concerns	
Learning contract - is PE satisfied with learning outcomes? Is the student on course to achieve all learning outcomes?	
Is student demonstrating knowledge and understanding appropriate to level 1?	
Does the student demonstrate ability to self-appraise & identify further development needs?	
Is the student making appropriate links between academic modules and practice?	
Is the student having sufficient opportunities to be a student practitioner on this placement, and are they taking those opportunities?	
Other issues raised:	

Matters to be carried forward by UWE tutor:

1.	
----	--

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Section 6: OTP1

2.	
3.	

GENERAL COMMENTS INCLUDING ACTION REQUIRED/TAKEN:

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Section 7: OTP2

SECTION 7: OCCUPATIONAL THERAPY PRACTICE 2 (OTP2)

MODULE COMPLETION CHECK LIST

MODULE SPECIFICATION

GUIDELINES FOR WRITING LEARNING CONTRACT

SAMPLE OF LEARNING CONTRACT

AGENDA FOR PLACEMENT TUTORIAL

TO BE FILED BY THE STUDENT:

COPY OF SIGNED COMPLETED LEARNING CONTRACT

COPY OF SIGNED HOURS FORM

COPY OF PE REPORT

PERSONAL GOALS CARRIED OVER FROM OTP 1

SIGNIFICANT LEARNING EXPERIENCE

COMPLETED WEEKLY REFLECTIVE LOGS

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Section 7: OTP2

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Section 7: OTP2

MODULE COMPLETION CHECK LIST (OTP 2)

ACTION	√WHEN DONE
Moving and handling and basic life support training completed within 12 months before placement. Certificates ready.	
Preplacement meeting / discussion. Confirm placement details, policies and procedures specific to placement	
Contact UWE tutor to arrange halfway tutorial	
Weekly reflective logs (to include reflections on interprofessional practice) Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10	
Significant learning experience log	
Personal goals record completed	
Learning contract completed and signed by practice educator x2	
Professional practice front sheet completed and signed by practice educator x2	
Copy of PE Front Sheet kept by practice educator	
Hours sheet completed and signed by practice educator x2	
1 copy of learning contract, PE Final Report, and hours sheet, uploaded to Blackboard by submission date	
Copies of relevant documents filed in relevant sections of the professional practice portfolio for personal records.	

MODULE SPECIFICATION

Part 1: Basic Data	
Module Title	Occupational Therapy Practice 2

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Section 7: OTP2

Module Code	UZYSX8-15-2		Level	2	Version	1
Owning Faculty	Health and Applied Sciences		Field	Allied Health Professions		
Contributes towards	BSc (Hons) Occupational Therapy					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Professional Practice	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	September 2015		Valid to			

Part 2: Learning and Teaching

Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Complete the placement competencies as defined in the Learning Contract (see assessment strategy) (Component A)
Syllabus Outline	<p>This is a practice placement module, which has some taught preparatory sessions, including mandatory moving and handling practicals, which occur prior to the placement. NB: If a student does not complete this mandatory practical and the related paperwork prior to their placement, they will be unable to commence the placement.</p> <p>There is also a debrief week, where students can reflect upon their learning and consolidate this.</p> <p>The taught sessions will cover:</p> <ul style="list-style-type: none"> ▪ Assessment tools and procedures: such as structured and non-structured assessments, observational tools, interview, criterion referenced tools ▪ Appraising the options in intervention

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	<ul style="list-style-type: none"> ▪ Constructing client-centred intervention plans ▪ Review of social model of disability ▪ Use of a structured, reflective framework ▪ Understanding of the HCPC requirements for professional development ▪ Moving and Handling for level 2 <p>The Professional Practice Placement</p> <p>A period of time of placement learning contributing to the 1000 total of assessed hours stipulated as a professional requirement by the College of Occupational Therapists. To be achieved the hours must be assessed and passed.</p> <p>The values of the NHS Constitution are implicit within this module.</p>
Contact Hours	<p>As this is a 15 credit module, there will be approximately 36 hours of scheduled learning, which may take several forms as described below. Students are expected to spend 37.5 hours in placement related independent study (half a day a week) and, as they are out in practice for 10 weeks they will undertake a further 337.5 hours of learning on placement.</p>
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, practical sessions in small groups (sizes varying due to type of activities and risk assessments) and workshops, some use of online resources</p> <p>Independent learning includes time engaged in essential reading, reflection on and review of session topics and discussions, assignment preparation and completion.</p> <p>Technology Enhanced Learning: MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning.</p> <p>Placement related independent learning includes time engaged in portfolio activities – learning logs, significant learning logs, interprofessional learning logs and placement related administration – including writing, managing and updating the learning contract in collaboration with the Practice Educator and Placement Support Tutor</p> <p>Placement learning: this is the students' second placement on the programme and</p>

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Section 7: OTP2

	enables them to engage in a full range of activities related to the occupational therapy process, focussing on intervention planning strategies and reflect on this using an appropriate model of reflection.																														
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="480 593 1396 981"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>36</td> <td>37.5</td> <td>337.5</td> <td>411</td> </tr> </tbody> </table> <p>Please note that the placement hours may vary due to Bank Holidays.</p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Practical Exam: practical skills assessment,</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="595 1541 1286 1765"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>100%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	37.5	337.5	411	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	0%	Practical exam assessment percentage	100%		100%
Key Information Set - Module data																															
Number of credits for this module				15																											
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																											
150	36	37.5	337.5	411																											
Total assessment of the module:																															
Written exam assessment percentage	0%																														
Coursework assessment percentage	0%																														
Practical exam assessment percentage	100%																														
	100%																														
Reading Strategy	<p>Core Reading</p> <p>There are no set texts which students are required to purchase for this module. Reading around the topic is, however, essential and students will be directed towards appropriate material during specific parts of the curriculum as necessary.</p> <p>Further reading</p>																														

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	<p>Students are expected to identify all other reading relevant to their placement setting for themselves, possibly with guidance from their Practice Educator. They will be encouraged to read widely using the library search, a variety of bibliographic and full-text databases, and Internet resources. Many resources can be accessed remotely. Assignment reference lists are expected to reflect the range of reading carried out</p> <p>Access and skills</p> <p>Formal opportunities for students to develop their library and information skills were provided within the first semester of level 2. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p>
<p>Indicative Reading List</p>	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Bonsaksen, T. (2013) Self- reported therapeutic style in occupational therapy students <i>British journal of occupational therapy</i>. 76(11) pp. 496-502</p> <p>Christiansen, C.H., Baum, C.M. and Bass-Haugen, J. (2014) <i>Occupational therapy performance, participation and well being</i>. 4th ed. Thorofare, NJ: SLACK Incorporated.</p> <p>Wilcock, A. and Hocking, C. (2014) <i>An occupational perspective of health</i>. 3rd. ed. Thorofare, NJ: Slack Incorporated</p> <p>Sladyk, K., Jacobs, K. and MacRae, N. (2010) <i>Occupational therapy essentials for clinical competence</i>. Thorofare, NJ: Slack Incorporated</p> <p>Morreale, M.J. (2014) <i>Developing clinical competence: A workout for the OTA</i>. Thorofare, NJ: Slack Incorporated</p> <p>Bryant, W. (2014) <i>Creek's occupational therapy and mental health</i>. 5th ed. London: Churchill Livingstone Elsevier</p> <p>College of Occupational Therapists (2010) <i>The code of ethics and professional conduct</i>. Available from: http://www.cot.co.uk/sites/default/files/publications/public/Code-of-</p>

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	<p>Ethics2010.pdf [Accessed: 1 October 2015].</p> <p>College of Occupational Therapists (2014) <i>College of Occupational Therapists Learning and Development Standards for Pre-Registration Education</i>. London, College of Occupational therapists</p> <p>College of Occupational Therapists website. Available from: http://www.cot.co.uk/. [Accessed: 1 October 2015].</p>
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Part 3: Assessment	
Assessment Strategy	<p>This is a professional practice module and the assessments for this module are a learning contract (Component A) which assesses students' abilities in practice in relation to the placement competencies listed in this section</p> <ol style="list-style-type: none"> 1. Discuss the impact of health and social conditions for service users in the given setting 2. Evaluate different approaches and media used in occupational therapy utilising appropriate evidence 3. Identify assessment tools used and discuss their effectiveness in assessing occupational performance 4. Conduct assessments of service-users and document these in line with the placements system 5. Demonstrate the ability to utilise data from assessment to construct an intervention plan for a service user 6. Demonstrate safe and effective professional practice when working in a health, social care or role-emerging setting 7. Reflect upon social and cultural contexts and their impact upon professional practice 8. Work effectively as a team member throughout the professional practice experience 9. Reflect upon professional practice and identify areas for further development 10. Demonstrate a client-centred approach

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	11. Utilise appropriate verbal and written communication skills with all colleagues, service users and their carers and other services
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Learning Contract: Assessment of competence in Practice	Pass/Fail	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Learning Contract: Assessment of competence in Practice	Pass/Fail	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		

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Section 7: OTP2

Guidelines for Writing Your OTP2 Learning Contract

1. Placement Competencies

By the end of the module the student will be able to: -

1. Discuss the impact of health and social conditions for service users in the given setting
2. Evaluate different approaches and media used in occupational therapy utilising appropriate evidence
3. Identify assessment tools used and discuss their effectiveness in assessing occupational performance
4. Conduct assessments of service-users and document these in line with the placements system
5. Demonstrate the ability to utilise data from assessment to construct an intervention plan for a service user
6. Demonstrate safe and effective professional practice when working in a health, social care or role-emerging setting
7. Reflect upon social and cultural contexts and their impact upon professional practice
8. Work effectively as a team member throughout the professional practice experience
9. Reflect upon professional practice and identify areas for further development
10. Demonstrate a client-centred approach
11. Utilise appropriate verbal and written communication skills with all colleagues, service users and their carers and other services

An example learning contract is attached for guidance purposes. It is important to emphasise that this is a general example without detail specific to any particular placement. It uses the learning outcomes to strongly influence learning needs. However, students and clinicians may, in the context of the placement, find more appropriate ways to express particular learning needs that they have identified while still incorporating all of the learning outcomes above.

All aspects of the learning contract should be developed through negotiation between the student and the PE. This will be particularly important for the criteria for evaluation and

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the learning resources and strategies. It should also be emphasised that the learning contract is a flexible document and can be adapted to incorporate more specific learning needs should this become necessary during the placement. For example, if issues arise in terms of safe and effective working (placement competency 6) the criteria for evaluation might be expanded/defined – see example below:

- *Demonstrated safe and effective professional practice to an appropriate standard*
- *maintained confidentiality at all times*
- *appropriately followed protocols and procedures*
- *demonstrated appropriate communication with staff and clients*
- *maintained appropriate documentation*

Significant changes should not be made after the university has moderated the learning contract without reference to a lecturer from the university.

2. Writing the Learning Contract

Below are listed some points which should help ease the process of writing a learning contract which is easy to follow and an appropriate assessment tool:

- When writing the learning need think – ‘what do I need to learn in order to meet the learning outcomes?’ Thus an example might be ‘*I need to learn* to be able to work as a multidisciplinary team member’. The words in bold could then become a learning need.
- When considering the criteria for evaluation think ‘what will I have done or what will I now be able to do in order to demonstrate the learning has occurred?’ There are many ways to demonstrate that the learning has occurred these may include doing something practical such as an assessment, providing written evidence of knowledge or demonstrating a level of knowledge through formal discussion.
- The criteria for evaluation must be specific to the placement setting. You can have more than one criterion for evaluation for each learning need.

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- Ensure the Criteria for Evaluation has a quality and if possible a quantity element. Thus use a phrase such as *'to a competent standard as deemed by the practice educator'* to imply that the criteria have been evaluated to the satisfaction of the practice educator. Where possible identify the minimum number of assessments, clients, issues, etc that should be evidenced or give specific detail e.g. 'Have contributed to 2 ward rounds about 2+ more clients to a competent standard as deemed by the practice educator'. This might be the only or one of a number of criteria for evaluation of a particular learning need. It may be helpful to you to include a target date for achievement of each learning need if possible and appropriate e.g. *'...by the end of week 6 (or 7, or 8, or 9)'*, in order for you to be able to stagger your work, rather than leaving everything to be achieved in the last week of the placement.
- There should always be a direct link between evaluation criteria and learning needs and thus the learning outcomes.
- Items such as *'Supervision records', 'client notes', 'student notes', 'reflective log', 'mini case studies'* and *'formal case study report'* can provide supporting evidence.
- NB. You must remember to incorporate either within one of the above learning needs or as a separate one, any relevant personal goals identified on your last placement.

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SAMPLE LEARNING CONTRACT OTP2

Example only do not use as your learning contract

Title page

Student name:	
Occupational Therapy Practice Number	
Placement address:	
Practice Educator name:	
Practice Educator telephone & e-mail:	
Type of service:	

Negotiated between you and your Practice Educator. STUDENT NAME ...General Example Occupational Therapy Practice 2.....

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Learning Needs What do I need to learn?	Related P.Cs 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)
<i>To be able to discuss the impact of ill health (impairment and disability) for service users in this setting</i>	<i>1,11</i>		<i>Identified in formal discussion the impact of 3 conditions on the occupational performance of 3 named service users to a competent standard. Prepared notes and discussed (formally) 5 main agreed conditions and their general impact on service users to a competent standard.</i>	<i>Supervision record Mini case studies Student notes on conditions</i>
Pass/Fail		Practice Educator Signature		
<i>To identify and discuss the effectiveness of assessment tools used for assessing occupational performance deficits.</i>	<i>3, 10</i>		<i>Prepared notes and discussed (formally) the effectiveness of Home assessment checklist* Initial assessment* AMPS* MEAMS* Plus any 3 other assessments seen to a competent standard.</i>	<i>Supervision record Student notes on assessments</i>
Pass/Fail		Practice Educator Signature		

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Learning Needs What do I need to learn?	Related P.Cs 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)
<i>To select, carry out & document key assessments used in this setting</i>	3,4,6, 10		<i>Selected and carried out 3 key assessments to a competent standard</i> <i>Interests checklist*</i> <i>COPM initial assessment*</i> <i>Kitchen assessment*</i> <i>Documented above to a competent standard</i>	<i>Client notes</i> <i>Supervision record</i>
Pass/Fail		Practice Educator Signature		
To formulate an intervention plan from assessment data	5,7,8, 10		Planned intervention for one service user to a competent standard. Justified clinical reasoning behind planned intervention with one service user in formal discussion to a competent standard	Client notes Supervision record
Pass/Fail		Practice Educator Signature		
To evaluate approaches and media used in Occupational Therapy interventions	1,2,7		Prepared notes on and formally discussed Dressing practice* Splint making*	<i>Supervision record</i> <i>Student notes</i>

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Learning Needs What do I need to learn?	Related P.Cs 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)
			One intervention resulting from a home assessment* competently evaluating the media and or approaches used in each of above	
Pass/Fail		Practice Educator Signature		
To be able to reflect upon social context factors and the social model of disability and their impact on practice	1,7,10		Discussed (formally) the social context factors in relation to 2+service users and their intervention to a competent standard Reflected using a Gibbs reflective cycle proforma on the potential relevance of the social model of disability to this Occupational Therapy service to a competent standard.	<i>Supervision record</i> <i>Student notes reflections</i>
Pass/Fail		Practice Educator Signature		
To develop ability to reflect on own practice and identify areas for further development	9		Identified and described appropriately 2 areas for further personal development using personal goal sheets	<i>Supervision record</i> <i>Reflective logs</i>

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Learning Needs What do I need to learn?	Related P.Cs 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)
				<i>Supervision notes</i>
Pass/Fail		Practice Educator Signature		
<i>To develop an ability to work as a team member</i>	<i>10,8,11</i>		<i>Contributed the Occupational Therapy input to a ward round regarding 3 patients to a competent standard</i> <i>Documented treatment plans for OTAs to implement to a competent standard</i>	<i>Supervision record</i> <i>Service user notes</i>
Pass/Fail		Practice Educator Signature		
<i>To develop safe and effective professional practice</i>	<i>6,11</i>		<i>Demonstrated safe and effective professional practice to an appropriate standard throughout the placement</i> <i>Demonstrated ability to adapt approach following constructive feedback to an appropriate standard</i>	<i>Supervision record</i>

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Learning Needs What do I need to learn?	Related P.Cs 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)
Pass/Fail		Practice Educator Signature		

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Section 7: OTP2

Occupational Therapy Practice 2 Agenda for Tutorial - DATE

STUDENT:

TUTOR:

PRACTICE EDUCATOR(S):

DISCUSSION WITH STUDENT

How is the student settling in?	
Do they receive a study half day and supervision at a regular time? Are they satisfied with these?	
Opportunities for further learning within this setting?	
Opportunities to observe, participate in, reflect, and discuss the assessment to planning intervention stages within the occupational therapy process in the setting?	
Opportunity to explore option appraisals, goal setting, activity analysis and other skills in planning intervention	
Can see theoretical links to practice from academic modules studied at levels 1 and 2?	
Opportunities to identify and discuss theory in use in this setting and how these structure practice?	
Role change (where appropriate) – identify student role, and progression toward becoming qualified practitioner.	

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Does the student understand the occupational therapist's role within this setting?	
Able to identify gaps in knowledge from placement setting and use of resources?	
Learning contract – using to identify own needs, relevant to placement, self assessment, range of needs, resources and action? Able to use learning contract as a tool to facilitate learning of skills and knowledge from this setting?	
Progress on: Significant learning experience Personal Goals Weekly learning logs Interprofessional logs	
Hours form being kept up to date?	

Other issues raised:

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Section 7: OTP2

Occupational Therapy Practice 2 – Agenda for Tutorial - DATE _____

STUDENT: _____ TUTOR: _____

PRACTICE EDUCATOR(S): _____

DISCUSSION WITH PRACTICE EDUCATOR

Follow up any student issues raised/PE concerns	
Learning contract - is PE satisfied with learning outcomes? Is the student on course to achieve all learning outcomes?	
Is student demonstrating knowledge and understanding appropriate to level 2?	
Does the student demonstrate ability to self-appraise & identify further development needs?	
Is the student making appropriate links between academic modules and practice?	
Is the student having sufficient opportunities to be a student practitioner on this placement, and are they taking those opportunities?	

Other issues raised:

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Section 7: OTP2

Matters to be carried forward by UWE tutor:

1.	
2.	
3.	

GENERAL COMMENTS INCLUDING ACTION REQUIRED/TAKEN:

SECTION 8: Occupational Therapy Practice 3 (OTP3)

MODULE COMPLETION CHECK LIST

MODULE SPECIFICATION

GUIDELINES FOR WRITING LEARNING CONTRACT

SAMPLE OF LEARNING CONTRACT

AGENDA FOR PLACEMENT TUTORIAL

TO BE FILED BY THE STUDENT:

COPY OF SIGNED COMPLETED LEARNING CONTRACT

COPY OF SIGNED HOURS FORM

COPY OF PE REPORT

PERSONAL GOALS CARRIED OVER FROM OTP2

SIGNIFICANT LEARNING EXPERIENCE

COMPLETED WEEKLY REFLECTIVE LOGS

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Section 8: OTP3

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Section 8: OTP3

COMPLETION CHECK LIST OTP3

ACTION	√WHEN DONE
Moving and handling and basic life support training completed within 12 months before placement. Certificates ready.	
Preplacement meeting / discussion. Confirm placement details, policies and procedures specific to placement	
Contact UWE tutor to arrange halfway visit	
Weekly reflective logs (to include reflections on interprofessional practice Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11	
Significant learning experience log	
Personal goals record completed	
Learning contract completed and signed by practice educator x4	
Practice Placement front sheet of PE Report completed and signed by practice educator	
Copy of front sheet taken by practice educator	
Hours sheet completed and signed by practice educator x2	
1 copy of learning contract, PE Final Report, and hours sheet, uploaded to Blackboard by submission date	
Assignment completed and e-submitted by submission date	
Copies of relevant documents filed in relevant sections of the professional practice portfolio for personal records.	

MODULE SPECIFICATION

Part 1: Basic Data

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Section 8: OTP3

Module Title	Occupational Therapy Practice 3				
Module Code	UZYSXD-30-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Occupational Therapy				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	UZYSX9-30-2 Psychosocial Challenges and Occupation UZYSXA-30-2 Physical Challenges and Occupation	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	September 2015	Valid to			

Part 2: Learning and Teaching

Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Complete the placement competencies as defined in the Learning Contract (see assessment strategy) (Component A) 2. Identify the core skills used by occupational therapists, demonstrating an understanding of which are unique and which are shared with other professions (Component B) 3. Engage appropriately with the evidence base to support practice (Component B) 4. Critically analyse skills utilised by occupational therapists (Component B) 5. Critically evaluate own practice to identify aspects requiring modification and to identify personal development needs (Component B)
Syllabus Outline	<p>This is a practice placement module, which has some taught preparatory sessions, including mandatory moving and handling practicals, which occur prior to the placement. NB: If a student does not complete this mandatory practical and the related paperwork prior to their placement, they will be unable to commence the placement.</p>

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Section 8: OTP3

	<p>There is also a debrief week, where students can reflect upon their learning and consolidate this.</p> <p>The taught sessions will cover:</p> <ul style="list-style-type: none"> ▪ Review of generic and unique skills of occupational therapy ▪ Management of change ▪ Evidence based practice ▪ Reflective practitioner, reflection in and on placement ▪ Models of reflection ▪ Role of management ▪ Service evaluation ▪ Moving and handling for level 3 <p>The Professional Practice Placement</p> <p>A period of time of placement learning contributing to the 1000 total of assessed hours stipulated as a professional requirement by the College of Occupational Therapists. To be achieved the hours must be assessed and passed.</p> <p>The values of the NHS Constitution are implicit within this module.</p>
Contact Hours	<p>As this is a 30 credit module, there will be approximately 72 hours scheduled learning, which may take several forms as described below. Students are expected to spend 41.25 hours in placement related independent study (half a day a week) and, as they are out in practice for 11 weeks they will undertake a further 371.25 hours of learning on placement.</p>
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, practical sessions in small groups (sizes varying due to type of activities and risk assessments) and workshops, some use of online resources</p> <p>Independent learning includes time engaged in essential reading, reflection on and review of session topics and discussions, assignment preparation and completion.</p> <p>Technology Enhanced Learning: MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals,</p>

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	<p>audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning.</p> <p>Placement related independent learning includes time engaged in portfolio activities – learning logs, significant learning logs, interprofessional learning logs and placement related administration – including writing, managing and updating the learning contract in collaboration with the Practice Educator and Placement Support Tutor</p> <p>Placement learning: this is the students’ final placement on the programme and enables them to engage in the full range of activities related to the occupational therapy process and reflect on this using an appropriate model of reflection.</p>																				
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="472 972 1385 1361"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>41.25</td> <td>371.25</td> <td>484.5</td> </tr> </tbody> </table> <p>Please note that the placement hours may vary due to Bank Holidays.</p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Coursework: Written assignment</p> <p>Practical Exam: practical skills assessment</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p>	Key Information Set - Module data					Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	41.25	371.25	484.5
Key Information Set - Module data																					
Number of credits for this module				30																	
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300	72	41.25	371.25	484.5																	

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	<table border="1"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>50%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>Pass/fail</td> <td>50%</td> <td></td> </tr> <tr> <td colspan="2"></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		50%		Practical exam assessment percentage	Pass/fail	50%				100%	
Total assessment of the module:																					
Written exam assessment percentage		0%																			
Coursework assessment percentage		50%																			
Practical exam assessment percentage	Pass/fail	50%																			
		100%																			
Reading Strategy	<p>Core Reading</p> <p>There are no set texts which students are required to purchase for this module. Reading around the topic is, however, essential and students will be directed towards appropriate material in the module handbook and during specific parts of the curriculum as necessary.</p> <p>Further reading</p> <p>Students are expected to identify all other reading relevant to their placement setting for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full-text databases, and Internet resources. Many resources can be accessed remotely.</p> <p>Access and skills</p> <p>Formal opportunities for students to develop their library and information skills to level 3 standard are provided within the level 3 induction period in the July prior to the start of their third year. Whilst this session is within the Becoming an Inquirer module, the skills developed are relevant for all level three modules. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p>																				
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Atwal, A. and Jones, M. (2009) <i>Preparing for professional practice in health and social care</i>. [online] London: Wiley & sons. [Accessed 18 December 2014].</p> <p>Edmonstone, J. (2005) <i>Building on the best: An introduction to appreciative inquiry in health and social care</i>. Chichester: Kingsham Press</p>																				

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	<p>Martin, V., Charlesworth, J. and Henderson, E. (2010) <i>Managing in health and social care</i>. [online] 2nd ed. London: Routledge. [Accessed 18 December 2014].</p> <p>Martin, M., Moore, J., Sadlo, G. and Crouch, V. (2004) Evaluating practice education models in occupational therapy: comparing 1:1, 2:1 and 3:1 placements. <i>British Journal of Occupational Therapy</i>. 67(5). pp 192-200.</p> <p>Overton, A., Clark, M. and Thomas, Y. (2009) A review of non traditional occupational therapy practice placement education: a focus on role emerging and project placement. <i>British Journal of Occupational Therapy</i>. 72(7). pp 294-301.</p> <p>Patron, R. and McCalman, M. (2008) <i>Change Management: A guide to effective implementation</i>. 3rd. ed. London: Sage.</p> <p>Sullivan-toal, D. (2006) New graduates' experiences of learning to practise occupational therapy. <i>British Journal of Occupational Therapy</i>. 69(11). pp 513-524.</p> <p>Thew, M., Edwards, M., Baptiste, S. and Molineux, M. (2011) <i>Role emerging occupational therapy: maximising occupation focused practice</i>. London: Wiley & sons.</p> <p>Watkins, J., Mohr, B. and Kelly, R. (2011) <i>Appreciative inquiry: change at the speed of imagination</i>. [online] London: Wiley & sons. [Accessed 18 December 2014].</p>
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Part 3: Assessment	
Assessment Strategy	<p>This is the final professional practice module, the assessments for this module are a learning contract (Component A) which assesses students' abilities in practice in relation to the placement competencies listed in this section, and a 3000 word reflective essay (Component B). The reflective essay is directly linked to the placement, and the students' practice in the placement setting. The essay will need to draw on current evidence base and use this to critically analyse their own and others practice. If a student does not complete their placement they are, therefore, not able to complete Component B.</p> <ol style="list-style-type: none"> 1. Identify the core skills used by occupational therapists, demonstrating an understanding of which are unique and which are shared with other professions 2. Engage appropriately with the evidence base to support practice 3. Critically analyse skills utilised by occupational therapists 4. Appraise the interagency links both within and external to the practice

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	<p>setting</p> <ol style="list-style-type: none"> 5. Appraise evidence of effective intervention in this setting 6. Critically evaluate service delivery and the role of management in service delivery, in the practice setting 7. Discuss the impact of sociological and technological developments and legislative changes on practice 8. Manage own caseload within the parameters of available resources, demonstrating a client centred approach, independent judgement and fluency of skill in all aspects 9. Critically evaluate own practice to identify aspects requiring modification and to identify personal development needs 10. Demonstrate safe and effective professional practice, including all forms of appropriate communication skills, when working in a health or social care or role-emerging setting 11. Demonstrate ability to function effectively as a team member in an interprofessional team 12. Accept and respond to constructive feedback on own performance 13. Demonstrate competence in working with the organisational policies, procedures and administrative frameworks in practice
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Learning Contract: Assessment of competence in Practice	Pass/Fail	
Component B Description of each element	Element weighting	
1. 3000 word Reflective Report	100	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Learning Contract: Assessment of competence in Practice	Pass/Fail	

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Component B Description of each element	Element weighting
1. 3000 word Reflective Report	100
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	

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Guidelines for Writing Your OTP3 Learning Contract

1. Placement Competencies

By the end of the module the student will be able to: -

1. Identify the core skills used by occupational therapists, demonstrating an understanding of which are unique and which are shared with other professions
2. Engage appropriately with the evidence base to support practice
3. Critically analyse skills utilised by occupational therapists
4. Appraise the interagency links both within and external to the practice setting
5. Appraise evidence of effective intervention in this setting
6. Critically evaluate service delivery and the role of management in service delivery, in the practice setting
7. Discuss the impact of sociological and technological developments and legislative changes on practice
8. Manage own caseload within the parameters of available resources, demonstrating a client centred approach, independent judgement and fluency of skill in all aspects
9. Critically evaluate own practice to identify aspects requiring modification and to identify personal development needs
10. Demonstrate safe and effective professional practice, including all forms of appropriate communication skills, when working in a health or social care or role-emerging setting
11. Demonstrate ability to function effectively as a team member in an interprofessional team
12. Accept and respond to constructive feedback on own performance
13. Demonstrate competence in working with the organisational policies, procedures and administrative frameworks in practice

An example learning contract is attached for guidance purposes. It is important to emphasise that this is a general example without detail specific

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to any particular placement. It uses the placement competencies to strongly influence learning needs. However, students and practice educators may, in the context of the placement, find more appropriate ways to express particular learning needs that they have identified while still incorporating all of the learning outcomes above.

It should also be emphasised that the learning contract is a flexible document and should be adapted to incorporate more specific learning needs should this become necessary by the midway point of the placement. For example, if issues arise in terms of safe and effective working (placement competency 10) this might be expanded to specify particular criteria – see example below:

- *Demonstrated safe and effective professional practice to a competent standard*
- *maintained confidentiality at all times*
- *appropriately followed protocols and procedures*
- *maintained appropriate documentation*

* You may want to consider the components of placement competency 8 such as occupational therapy process skills, case management/prioritisation skills, client centred practice etc separately. This may be done either within the learning needs or within the criteria for evaluation. See sample learning contract.

Significant changes should not be made after the university has moderated the learning contract without reference to a lecturer from the university.

2. Writing the Learning Contract

Below are listed some points which should help ease the process of writing a learning contract which is easy to follow and an appropriate assessment tool:

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When writing the Learning Need think – ‘what do I need to learn in order to meet the learning outcomes?’ Thus an example might be ‘*I need to learn to be able to **appraise the interagency links***’. The words in **bold** could then become a learning need.

When considering the criteria for evaluation think ‘what will I **have done** or what will I now **be able to do** in order to demonstrate the learning has occurred?’ There are many ways to demonstrate that the learning has occurred these may include doing something practical such as an assessment, providing written evidence of knowledge or demonstrating a level of knowledge through formal discussion.

The criteria for evaluation must be specific to the placement setting. You can have more than one criterion for evaluation for each learning need.

Ensure the Criteria for Evaluation has a quality and if possible a quantity element. Thus use a phrase such as ‘**to a competent standard**’ to imply that the criteria have been evaluated to the satisfaction of the practice educator. Where possible identify the minimum number of assessments, clients, issues, etc that should be evidenced or give specific detail e.g. ‘**Have competently appraised 3 aspects of the interagency team**’. This might be the only or one of a number of criteria for evaluation of a particular learning need. It may be helpful to you to include a target date for achievement of each learning need if possible and appropriate e.g. ‘*...by the end of week 6 (or 7, or 8, or 9)*’, in order for you to be able to stagger your work, rather than leaving everything to be achieved in the last week of the placement.

There should always be a direct link between evaluation criteria and learning needs and thus the placement competencies.

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Items such as '*Supervision records*', '*client notes*', '*student notes*', '*reflective log*', '*mini case studies*' and '*formal case study report*' can provide supporting evidence.

NB. You must remember to incorporate either within one of the above learning needs or as a separate one, any relevant personal goals identified on your last placement.

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SAMPLE LEARNING CONTRACT OTP3

Example only do not use as your learning contract

Title page

Student name:	
Practice placement:	
Placement address:	
Practice Educator name:	
Practice Educator telephone & e-mail:	
Type of service:	

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Negotiated between you and your Practice Educator.

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 identify and evaluate generic and specialist core skills used by occupational therapists	1, 3		Identified in formal discussion 5+ generic and specialist core skills (used by occupational therapists) to a competent standard Evaluated in formal discussion the use of these skills in relation to 3+ clients to a competent standard	Supervision record Mini case studies 1 formal case study report
Pass/Fail Fieldwork Educator Signature				
To function as a team member	12		Attended and represented occupational therapy at 3 team meetings, competently communicating about own caseload and other service users as requested by occupational therapy colleagues. Provided competent feedback to occupational therapy colleagues from 2+ handovers	Supervision records Mini case studies

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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)
			Worked competently with 2+ other members of the interprofessional team regarding at least 2 service users.	
Pass/Fail Practice Educator Signature				
To be able to apply evidence to practice	2,5, 9		Presented a mini case study competently justifying with support from literature the intervention. In formal discussion identified and evaluated 3 aspects of service delivery* competently. <i>*specifics would be appropriate here</i>	Supervision notes Mini case study Student notes
Pass/Fail Practice Educator Signature				
EITHER: To manage a small caseload as agreed with PE	5,15,9 11, 14		Managed a caseload of 3+ clients to a competent standard including the following areas <ul style="list-style-type: none"> • Assessment • Planning and preparation 	Client notes Supervision record

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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)
			<ul style="list-style-type: none"> • Intervention • Evaluation • Communication • Prioritisation Demonstrated client centred working to a competent standard	Mini case studies 1 formal case study report
Pass/Fail Practice Educator Signature				
OR: To select and carry out key assessments used in this setting	5,15,9 11, 14		Selected and carried out 3+ key assessments and documented to a competent standard <ol style="list-style-type: none"> 1. Interests checklist* 2. COPM* 3. Social Functioning Scale* 	Client notes Supervision record
Pass/Fail Practice Educator Signature				
and: To plan, implement and evaluate interventions	5,15,9 11, 14		Planned and implemented 3+ interventions to a competent standard <ol style="list-style-type: none"> 1. Road safety training* 2. Dance group* 3. Anxiety management sessions* 	Client notes Supervision record

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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)
			Justified intervention plans to a competent standard in formal discussion	
Pass/Fail Practice Educator Signature				
and: To develop skills in managing a caseload	5,15,9 11, 14		Demonstrated skills in managing a case load of 3+ to a competent standard in relation to: 1. Communication skills 2. Organisational skills	Supervision record
Pass/Fail Practice Educator Signature				
To evaluate evidence of the effectiveness of interventions appropriate to this setting	5, 6		Prepared notes and discussed (formally) the strengths and weaknesses of 2+ interventions to a competent standard	Supervision record Student notes
Pass/Fail Practice Educator Signature				
To evaluate methods of service delivery and how these impact on occupational therapy	5, 6		Prepared notes on and appraised (formally) the methods of service delivery and the impact on occupational therapy to a competent standard	Supervision record Student notes

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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)
Pass/Fail Practice Educator Signature				
To evaluate the interagency links appropriate to this setting	4		Prepared notes on and discussed (formally) the interagency links to a competent standard	Supervision record Student notes
Pass/Fail Practice Educator Signature				
To develop ability to work with change	15		Prepared notes on and discussed (formally) to a competent standard 3+ occasions which illustrate ability to work with change: 1. In relation to clients 2. In relation to planning 3. In relation to other staff	Supervision record Student notes Reflective log
Pass/Fail Practice Educator Signature				
To identify the impact of key sociological, technological and legal issues	8		Prepared notes on and discussed (formally) the impact of 4+ key issues to a competent standard: 1. Draft mental health bill 2. Innovations in Assistive Technology 3. Computerised client records	Supervision record Student notes

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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)
			4. Single Assessment process	
Pass/Fail Practice Educator Signature				
To be able to work in a safe and professional manner working within policies and procedures	9, 11, 14		Demonstrated safe and effective professional practice to a competent standard	Supervision record
Pass/Fail Practice Educator Signature				
To be understand and appraise the role of management	7, 6		Described and appraised competently 3+ (could specify) aspects of management in formal discussion	Supervision record
Pass/Fail Practice Educator Signature				
To evaluate my practice, respond appropriately to feedback and identify personal development needs	10, 2, 3, 13		Competently reflected in formal discussion on areas of my practice and identified 3 appropriate personal development needs. Appropriately identified in formal supervision 2+ constructive criticisms of my practice and competent responses to them.	Reflective logs Supervision records Personal goal sheets

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Occupational Therapy Practice 3 Agenda for Tutorial - DATE	
STUDENT:	TUTOR:
PRACTICE EDUCATOR(S):	

DISCUSSION WITH STUDENT

1. How is the student settling in?	
2. Do they receive a study half day and supervision at a regular time? Are they satisfied with these?	
3. Opportunities for further learning within this setting?	
4. Opportunities to undertake the whole occupational therapy process in the setting?	
5. Opportunity to manage own caseload?	
6. Can see theoretical links to practice from academic modules studied at levels 1 and 2?	
7. Opportunities to identify and discuss theory in use in this setting and how these structure practice?	
8. Has identified: <ul style="list-style-type: none"> • an application of management to bring back for discussion 	

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<ul style="list-style-type: none"> • an application of legislation • an aspect of professional competence 	
9. As a 'nearly qualified' occupational therapist, can identifying continuing development needs, transferable skills and what makes a competent practitioner?	
10. Able to identify gaps in knowledge from placement setting and use of resources? Is integrating previous knowledge and skills to a different setting?	
11. Demonstrating management skills of themselves, client, caseload, department/service, team	
12. Learning contract – using to identify own needs, relevant to placement, self assessment, range of needs, resources and action? Able to use learning contract as a tool to facilitate learning of skills and knowledge from this setting?	
13. Progress on: <ul style="list-style-type: none"> • Significant learning experience • Personal Goals • Weekly learning logs • Interprofessional logs 	
14. Hours form being kept up to date?	

Other issues raised:

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DISCUSSION WITH PRACTICE EDUCATOR

1. Follow up any student issues raised/PE concerns	
2. Learning contract - is PE satisfied with learning outcomes? Is the student on course to achieve all learning outcomes?	
3. Is student demonstrating knowledge and understanding appropriate to level 3? Are they taking the opportunity to take full responsibility for their practice?	
4. Does the student demonstrate ability to take initiative, self appraise & identify further development needs?	
5. Is the student making appropriate links between academic modules and practice?	
6. Is the student having sufficient opportunities to be a 'nearly qualified' practitioner on this placement, and are they taking those opportunities?	

Other issues raised:

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Matters to be carried forward by UWE tutor:

1.	
2.	
3.	

GENERAL COMMENTS INCLUDING ACTION REQUIRED/TAKEN:

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Section 9: Course Notes

SECTION 9: COURSE NOTES

OCCUPATIONAL THERAPY PRACTICE PREPARATION NOTES

OCCUPATIONAL THERAPY DEBRIEF NOTES

ANY OTHER RELEVANT INFORMATION

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Section 9: Course Notes

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Section 10: Supporting Evidence

SECTION 10: SUPPORTING EVIDENCE

INFORMATION COLLECTED ON PLACEMENTS DEMONSTRATING PROGRESS
TOWARDS MEETING PERSONAL GOALS AND PLACEMENT COMPETENCIES

(Remember to maintain confidentiality at all times)

USEFUL INFORMATION CONTRIBUTING TO YOUR CONTINUING PROFESSIONAL
DEVELOPMENT PORTFOLIO

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Section 10: Supporting Evidence