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**PRACTICE PLACEMENT ASSESSMENT FORM**

**PRACTICE PLACEMENT 1 (Level 4)**

**This placement assessment form has been created collaboratively by the universities below and from the Royal College of Occupational Therapists Career Development Framework (2022)\* Birmingham Newman University has subsequently been accepted to use the practice placement assessment form for their Occupational Therapy programme.**

Throughout this document the term ‘*Learner*’ will be used to represent all learners on all Occupational therapy programmes (BSc (Hons), BSc Apprenticeship and MSc (pre-registration)

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|  |  |  |
| --- | --- | --- |
| **Learner name** |  | |
| **Dates of Placement** |  | |
| **Module code** |  | |
| **Placement site** |  | |
| **Area of practice** |  | |
| **Practice educator(s)** |  | |
| **Practice Educator contact details (Tel no. and email)** |  | |
| **2nd contact person:** |  | |
| **2nd persons contact details (Tel no. and email)** |  | |
| **Birmingham Newman University** **Link tutor** |  | |
| **Placement hours:** |  | |
| **University use only** | First sit/resit | Mark awarded (Pass/Fail) |
| **Cumulative total of hours:** |  |  |

**\*** Please note that there may be slight variations among university forms. Therefore, kindly ensure that you are utilising the appropriate form corresponding to the respective university for the learner.

|  |
| --- |
| **PP1: Learning Outcomes:**  Students will, by the end of the module, be able to:  **Recognise the impact of culture, equality and diversity and power imbalance on practice and practice in a non-discriminatory way, presenting self professionally whilst adhering to professional guidelines, and demonstrating understanding of the four pillars of practice (RCOT, 2022).**   * Professional practice * Facilitation of learning * Leadership * Evidence, research and development |

|  |  |  |
| --- | --- | --- |
| **Health and Safety Requirements** | **Please check boxes √** | **To be completed** |
| All mandatory training has been completed prior to placement (Evidence of fitness to attend placement) |  | **Before the start of placement** |
| Induction on placement (health and safety policy and procedures, orientation – environment and hours of work, line management and absence reporting) [bespoke to programme]. | Absence reporting  Orientation and emergency  procedures  Incident reporting  Health and safety incl. COSHH  Moving and handling  Infection prevention & control  Fire and Security  Harassment and bullying  Equality and diversity  Information governance  Other (please specify) | **End of week 1** |
| **Signed and dated** | |  |
| Learner | [Learner text box] |  |
| Practice Educator | [PE text box] |  |

**Placement Assessment Tool**

The assessment of the learner’s performance is divided into two parts and is assessed using a pass/fail judgment against set learning outcomes.

**Part 1** of the learner’s assessment relates to Professional Behaviour and Responsibilities.

Learners are required to demonstrate how they have met the related expectations, with supporting comments from their educator to determine their safety to practice.

**Part 2** of the assessment comprises the following Pillars of Practice:

|  |  |
| --- | --- |
| **Professional practice** | **Ways of thinking** |
| **Skills** (practice-based, technical or research-related) |
| **Facilitation of learning** | **Ways of thinking** |
| **Skills** (practice-based, technical or research-related) |
| **Leadership** | **Ways of thinking** |
| **Skills** (practice-based, technical or research-related) |
| **Evidence, research and development** | **Ways of thinking** |
| **Skills** (practice-based, technical or research-related) |

These Pillars of Practice are based on the Career Development Framework (Royal College of Occupational Therapists, 2022) and informed by the Framework’s Guiding Principles.

In addition, learners will be assessed against the 15 HCPC Standards of Proficiency (SoP) for Occupational Therapists (2023). Learners must meet all the standards of proficiency to register with the HCPC and continue to meet the standards to stay registered with the HCPC. The SoPs have been allocated to each of the pillars of practice. For further guidance on assessment of the SoPs please visit Occupational therapists (hcpc-uk.org).

1. Maintain a continuous, up-to-date and accurate record of your CPD activities
2. Demonstrate that your CPD activities are a mixture of learning activities relevant to current or future practice
3. Seek to ensure that your CPD has contributed to the quality of your practice and service delivery
4. Explain how you have met the standards for CPD

Goals relating to the Pillars of Practice are set collaboratively by learner and practice educator at the start of the placement, monitored throughout and reviewed at the mid-point and end point of the placement. To demonstrate competence in each pillar, learners must record evidence of their ways of thinking and skills in each of the Pillars of Practice. HCPC provide links to suggested CPD activities: <https://www.hcpc-uk.org/cpd/your-cpd/cpd-activities/>

**Competence is assessed by both learner and practice educator at halfway and final stage of the placement, with feedforward informed through identified areas for development**.

University tutors moderate the final assessment outcome to ensure fair and thorough assessment and to ensure all learning outcomes and required hours have been achieved.

**Nb: Successful completion of Parts 1 (All learning outcomes) and 2 is fundamental to pass the placement. You must not fail in any section of Part 1 or Part 2.**

**Learning Agreement** (*Completed by the learner before placement starts*):

Strengths, Weaknesses, Opportunities, Challenges (SWOC) Analysis

To complete the **SWOC** analysis, identify your perceived **Strengths** and areas of **Weakness** for personal & professional development for the next placement experience.

Identify **Opportunities** (what you hope to be able to do or achieve during the placement) and **Challenges** (what you think may get in the way of achieving or undertaking your aspirations).

Outline what you feel are your personal and professional development **Needs** for the placement.

This information will enable your educator to plan the placement in relation to your specific learning needs to help form the basis for your learning contract.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Internal** | **Strengths-** what do you do well? What do others see as your strengths? | | **Weaknesses:** What could you improve? What do you need to develop? | |
| **External** | **Opportunities**- what opportunities are available through this placement? How can you turn strengths into opportunities? | | **Challenges**-what challenges or hurdles might you meet along the way? | |
| **Needs: Any special considerations for the placement:** | | | | **Learner** |
| This is a space for the learner to share any information that may affect their learning on placement in any way. To encourage dialogue between learner and practice educator(s) and to raise awareness so, if needed, appropriate supportive steps are put in place.  Factors could include (amongst others):  · Concerns about risk of discrimination linked to protected characteristics (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity)  · Concerns regarding accessibility/access adjustments  · Social or family circumstances such as living environment, caring responsibilities, or travel issues.  · Health or wellbeing issues relating to physical and/or mental health.  · Financial issues such as travel costs or access.  · Religious or cultural beliefs, values, or practises.  · Previous problems encountered during placements.  · Previous experiences such as bereavement, personal or family health or wellbeing issues that may be relevant to how the learner experiences the placement setting. | | | |  |
| **I have disclosed a disability or specific learning need to my educator – Yes ☐ No☐** | | | | |
| **If yes, the ways in which this may impact upon my learning experience have been identified and discussed. Strategies to be implemented include:** | | | | |
|  | | | | |
| **Resources available in the department (identified by discussion with practice educator):** | | | | |
|  | | | | |
| **Date:** | |  | | |
| **Sign by educator:** | |  | | |
| **Sign by learner:** | |  | | |

**Learning Agreement** (*completed by learner and Practice Educator in first supervision meeting*).

Identify up to 4 goals to achieve on the placement, using S (Specific), M (Measurable), A (Achievable), R (Realistic) and T (Time-based) framework. Goals may be related to one or more of the Pillars of Practice.

|  |  |
| --- | --- |
| **Supervision (how will supervision occur, for how long, when and with whom):** |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date Set** | **Pillars of Practice** | **Learning Objectives**  Needs and interests, areas of essential knowledge and skill | **Learning Resources**  Methods and situations for how and when learning can occur | **Evidence**  Opportunities to show that learning objectives have been met | **Status**  (Ongoing or completed) | **Date Met** |
|  | Professional Practice |  |  |  |  |  |
|  | Facilitation of Learning |  |  |  |  |  |
|  | Leadership |  |  |  |  |  |
|  | Evidence, Research and Development |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Educator signature & date |  | Learner signature & date |  |

Levels of learning

|  |  |
| --- | --- |
| Placement levels | Terminology examples to support development of learning objectives for assessment for each area of practice (based on **Bloom’s taxonomy** and the learning domains of RCOT Career Development Framework) |
| **Level 4/PP1** | **Observe, identify, demonstrate, describe, basic understanding, remembering, discuss.**  Understanding and knowledge of concepts that underpin occupational therapy linked to the CDF learning domains and the placement learning outcomes. |
| **Level 5/PP2/PP3** | **Discuss and critically analyse, develop and maintain, integrate, apply, and sustain professional relationships, analyse.**  Knowledge of facts, principles, processes and general concepts related to the learning themes.  Factual and theoretical knowledge linked to the CDF learning domains and those related to the placement learning outcomes. |
| **Level 6/7/PP4** | **Be able to assess and manage, synthesise, evaluate and critically analyse, debate, determine appropriate actions, monitor and review, critically evaluate own practice.**  Comprehensive, factual and theoretical knowledge linked to the CDF learning domains and those related to the placement learning outcomes. |

Armstrong, P. (2010). Bloom’s Taxonomy. Vanderbilt University Center for Teaching. Retrieved [11/10/23] from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

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# Part 1: Professional behaviour and responsibilities

A record of good practice and raised concerns must be completed in all situations where there are concerns relating to safety, discriminatory practice and professional behaviour of the learner and must be signed by both the learner and the practice educator.

If there are concerns about the learner’s performance in **part 1,** please contact the university immediatelyto discuss and agree the outcome. **Do not wait for the half-way meeting with the university.** **Please refer to the practice handbook and the HCPC** <https://www.hcpc-uk.org/globalassets/resources/reports/standards-of-conduct-performance-and-ethics---service-user-and-carer-consultation.pdf> **for further guidance.**

**Expectation 1: Safety**

|  |  |  |  |
| --- | --- | --- | --- |
| **Expectation** | **Evidence of good practice (Educator and learner discussion)** | | **Fail**  *Non-compliance with guidelines or persistently not adhering to the learning outcome despite prompting.* |
| 1. **Integrates health and safety legislation into occupational therapy practice taking account of local policy and procedures** (HCPC 2021; HCPC 2023a; HCPC 2023b; HCPC 2016; RCOT 2021;). |  | |  |
| Record of warnings given by practice educator  **Any entries should be dated and signed by both the learner and the practice educator** | | | |
|  | | | |
| *Learner Initials:* | | *Date:* | |
| *Educator initials:* | | *Date:* | |

**Expectation 2: Non-Discriminatory practice**

|  |  |  |  |
| --- | --- | --- | --- |
| **Expectation** | **Evidence of good practice** | | **Fail**  *Non-compliance with guidelines or persistently not adhering to the learning outcome despite prompting.* |
| 1. **Demonstrates non-discriminatory practice** (HCPC 2021; HCPC 2023a; HCPC 2023b; HCPC 2016; RCOT 2021;). |  | |  |
| Record of warnings given by practice educator  **Any entries should be dated and signed by both the learner and the practice educator** | | | |
|  | | | |
| *Learner Initials:* | | *Date:* | |
| *Educator initials:* | | *Date:* | |

**Expectation 3: Professional behaviour**

|  |  |  |  |
| --- | --- | --- | --- |
| **Expectation** | **Evidence of good practice** | | **Fail**  *Non-compliance with guidelines or persistently not adhering to the learning outcome despite prompting.* |
| 1. **Fulfil all responsibilities related to legal, ethical, and local considerations of professional practice** (HCPC 2021; HCPC 2023a; HCPC 2023b; HCPC 2016; RCOT 2021;). |  | |  |
| Record of warnings given by practice educator  **Any entries should be dated and signed by both the learner and the practice educator** | | | |
|  | | | |
| *Learner Initials:* | | *Date:* | |
| *Educator initials:* | | *Date:* | |

|  |
| --- |
| Action plan to address warnings |
|  |

|  |  |  |
| --- | --- | --- |
| Has a risk of failure action plan been implemented? | Yes | No |
| Is the student now passing the placement? | Yes | No |
| Has the student now failed the placement? | Yes | No |

**Part 1:**

**Pass  Fail**

**Signature of Educator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**References:**

HCPC (2023a) Standards of conduct, performance and ethics. London. The Health and Care Professions Council.

HCPC (2016) Guidance on conduct and ethics for students. London. The Health and Care Professions Council.

HCPC (2021) Guidance on health and character. London. The Health and Care Professions Council.

HCPC (2023b) Standards of proficiency - Occupational Therapists. London: The Health and Care Professions Council.

RCOT (2021) Professional standards for occupational therapy practice, conduct, and ethics. London: Royal College of Occupational Therapists.

**Part 2**

**Learning Outcome: Recognise the impact of culture, equality and diversity and power imbalance on practice and practice in a non-discriminatory way, presenting self professionally whilst adhering to professional guidelines, and demonstrating understanding of the four pillars of practice (RCOT, 2022).**

**Professional Practice**

**Part 2**

**Professional Practice: Skills, Knowledge and ways of thinking**

* Be aware of the importance of maintaining occupation at the centre of practice.
* Understand the importance of maintaining safe, effective, person-centred and ethical practice.
* Understand the professional judgement and evidence-based critical reasoning to make decisions.

**HCPC Standards of Proficiency**

**Standard 1**: Practice safely and effectively within their scope of practice.

**Standard 2**: Practice within the legal and ethical boundaries of their profession.

**Standard 3:** Look after their health and wellbeing, seeking appropriate support where necessary.

**Standard 6:** Understand the importance of an maintain confidentiality.

**Standard 7:** Communicate effectively.

**Standard 9:** Maintain records appropriately.

**Standard 14:** Establish and maintain a safe practice environment.

|  |
| --- |
| **Record of learning evidence (list and date below)** [learner text box]  Demonstrate and evidence how you have met the learning outcomes, for example, link to weekly action plan, reflections and supervision logs as required. |
| ***Be aware of the importance of maintaining occupation at the centre of practice*** |
| ***Understand the importance of maintaining safe, effective, person-centred and ethical practice*** |
| ***Understand the professional judgement and evidence-based critical reasoning to make decisions*** |
| **Identified areas for development (agreed at halfway report and reviewed in each supervision)**  [assessor only field] |
| ***Be aware of the importance of maintaining occupation at the centre of practice*** |
| ***Understand the importance of maintaining safe, effective, person-centred and ethical practice*** |
| ***Understand the professional judgement and evidence-based critical reasoning to make decisions*** |
| **Identified areas for development (agreed at Final report)** [assessor only field] |
| ***Be aware of the importance of maintaining occupation at the centre of practice*** |
| ***Understand the importance of maintaining safe, effective, person-centred and ethical practice*** |
| ***Understand the professional judgement and evidence-based critical reasoning to make decisions*** |

|  |  |  |
| --- | --- | --- |
| Has a risk of failure action plan been implemented? | Yes ☐ | No ☐ |
| Is the student now passing the placement? | Yes ☐ | No ☐ |
| Has the student now failed the placement? | Yes ☐ | No ☐ |

**Learner/educator outcome:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Descriptor/ outcome** | **Learner evaluation Halfway**  [learner only field] | **Practice Educator evaluation Halfway**  [assessor only field] | **Learner evaluation**  **Final**  [learner only field] | **Practice Educator evaluation Final**  [assessor only field] |
| Meets expectations/Pass |  |  |  |  |
| Not achieved/Fail |  |  |  |  |

**Facilitation of Learning**

**Facilitation of learning: Skills, Knowledge and ways of thinking**

* Understand and participate in the assessment of self and others.
* Engage in and facilitate own and other’s learning.
* Access, and engage in new learning environments, methods, tools and materials.

**HCPC Standards of Proficiency**

**Standard 8:** Work appropriately with others.

**Standard 10:** Reflect on and review practice.

|  |
| --- |
| **Record of evidence (list and date below)** [learner text box]  Demonstrate and evidence how you have met the learning outcomes, for example, link to weekly action plan, reflections and supervision logs as required. |
| ***Understand and participate in the assessment of self and others*** |
| ***Engage in and facilitate own and other’s learning*** |
| ***Access, and engage in new learning environments, methods, tools and materials*** |
| **Identified areas for development (agreed at halfway report and reviewed in each supervision)**  [assessor only field] |
| ***Understand and participate in the assessment of self and others*** |
| ***Engage in and facilitate own and other’s learning*** |
| ***Access, and engage in new learning environments, methods, tools and materials*** |
| **Identified areas for development (agreed at Final report)** [assessor only field] |
| ***Understand and participate in the assessment of self and others*** |
| ***Engage in and facilitate own and other’s learning*** |
| ***Access, and engage in new learning environments, methods, tools and materials*** |

|  |  |  |
| --- | --- | --- |
| Has a risk of failure action plan been implemented? | Yes ☐ | No ☐ |
| Is the student now passing the placement? | Yes ☐ | No ☐ |
| Has the student now failed the placement? | Yes ☐ | No ☐ |
| **Learner/educator outcome** |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Descriptor/ outcome** | **Learner evaluation Halfway**  [learner only field] | **Practice Educator evaluation Halfway**  [assessor only field] | **Learner evaluation**  **Final**  [learner only field] | **Practice Educator evaluation Final**  [assessor only field] |
| Meets expectations/Pass |  |  |  |  |
| Not achieved/Fail |  |  |  |  |

**Leadership**

**Leadership: Skills, Knowledge and ways of thinking**

* Identify, monitor and enhance own and others’ knowledge, skills and ways of thinking.
* Understand the principles of teamwork.
* Understand the principles and value of professional and/or organisational change.

**HCPC Standards of Proficiency**

**Standard 4:** Practice as an autonomous professional, exercising their own professional judgment.

**Standard 5:** Recognise the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner.

**Standard 15:** Promote health and prevent ill health.

|  |
| --- |
| **Record of evidence (list and date below)** [learner text box]  Demonstrate and evidence how you have met the learning outcomes, for example, link to weekly action plan, reflections and supervision logs as required. |
| ***Identify, monitor and enhance own and others’ knowledge, skills and ways of thinking*** |
| ***Understand the principles of teamwork*** |
| ***Understand the principles and value of professional and/or organisational change*** |
| **Identified areas for development (agreed at halfway report and reviewed in each supervision)**  [assessor only field] |
| ***Identify, monitor and enhance own and others’ knowledge, skills and ways of thinking*** |
| ***Understand the principles of teamwork*** |
| ***Understand the principles and value of professional and/or organisational change*** |
| **Identified areas for development (agreed at Final report)** [assessor only field] |
| ***Identify, monitor and enhance own and others’ knowledge, skills and ways of thinking*** |
| ***Understand the principles of teamwork*** |
| ***Understand the principles and value of professional and/or organisational change*** |

|  |  |  |
| --- | --- | --- |
| Has a risk of failure action plan been implemented? | Yes ☐ | No ☐ |
| Is the student now passing the placement? | Yes ☐ | No ☐ |
| Has the student now failed the placement? | Yes ☐ | No ☐ |

**Learner/educator outcome**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Descriptor/ outcome** | **Learner evaluation Halfway**  [learner only field] | **Practice Educator evaluation Halfway**  [assessor only field] | **Learner evaluation**  **Final**  [learner only field] | **Practice Educator evaluation Final**  [assessor only field] |
| Meets expectations/Pass |  |  |  |  |
| Not achieved/Fail |  |  |  |  |

**Evidence, Research and Development**

**Evidence, Research and Development: Skills, Knowledge and ways of thinking**

* Access and appreciate evidence to inform practice.
* Engage in foundational principles of research.
* Understand the impact of broader socio-economic and political agendas.

**HCPC Standards of Proficiency**

**Standard 11:** Assure the quality of their practice.

**Standard 12:** Understand and apply the key concepts of the knowledge base relevant to their profession.

**Standard 13:** Draw on appropriate knowledge and skills to inform practice.

|  |
| --- |
| **Record of evidence (list and date below)** [learner text box]  e.g., Read article on observed intervention, discussing potential uses in supervision (date) |
| ***Access and appreciate evidence to inform practice*** |
| ***Engage in foundational principles of research*** |
| ***Understand the impact of broader socio-economic and political agendas*** |
| **Identified areas for development (agreed at halfway report and reviewed in each supervision)**  [assessor only field] |
| ***Access and appreciate evidence to inform practice*** |
| ***Engage in foundational principles of research*** |
| ***Understand the impact of broader socio-economic and political agendas*** |
| **Identified areas for development (agreed at Final report)** [assessor only field] |
| ***Access and appreciate evidence to inform practice*** |
| ***Engage in foundational principles of research*** |
| ***Understand the impact of broader socio-economic and political agendas*** |

|  |  |  |
| --- | --- | --- |
| Has a risk of failure action plan been implemented? | Yes ☐ | No ☐ |
| Is the student now passing the placement? | Yes ☐ | No ☐ |
| Has the student now failed the placement? | Yes ☐ | No ☐ |
| **Learner/educator outcome** |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Descriptor/ outcome** | **Learner evaluation Halfway**  [learner only field] | **Practice Educator evaluation Halfway**  [assessor only field] | **Learner evaluation**  **Final**  [learner only field] | **Practice Educator evaluation Final**  [assessor only field] |
| Meets expectations/Pass |  |  |  |  |
| Not achieved/Fail |  |  |  |  |

**Part 2:**

**Pass ☐** **Fail☐**

**Signature of Educator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| **Learner supporting comments (up to 500 words) (half-way)** |
| [learner text box] |
| **Identified Areas of Good practice**  **(half-way)** |
| [Practice Educator text box] |

|  |
| --- |
| **Learner supporting comments (up to 500 words) (Final)** |
| [learner text box] |
| **Identified Areas of Good practice (Final)** |
| [Practice Educator text box] |

|  |
| --- |
| **Reflective summary of learning and indicated learning** |
| [learner text box] |

**Practice Placement Supervision Log**

|  |  |  |
| --- | --- | --- |
| Week ……Practice Placement Supervision Log | Student name: | Date: |
| Educator name: | Time: |
| Agenda including review of practice & learning/support issues to be discussed: | Issues discussed, reflections, learning points and plans for next week: | |
| Next supervision scheduled for: | Educator Signature: |
| Learner Signature: |

**Weekly Action Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective – development point** | **Resources** | **Action** | **Met or Ongoing** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
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**CPD@RCOT**

Reflection: Occupational Therapy Placement Experience

Use this resource to capture your immediate thoughts about events in your daily work. Sometimes you will be dealing with and trying to manage disruptions, problems or situations that make you feel uncomfortable. At other times, you will be dealing with new circumstances or having conversations that stimulate ideas, help you with clinical reasoning, or prompt your curiosity. Situations managed, conversations in corridors, response to new developments and more can be fast-paced learning opportunities.

This template adapts the ‘What? So What? Now What’ model of reflection (Rolfe *et al*., 2001). You can take just five minutes to capture learning for your CPD portfolio and to consider what support you might need. Reflect back soon after, in supervision or in the future as part of your continuing professional development. This will help you meet the CPD Standards of the HCPC.

|  |  |  |  |
| --- | --- | --- | --- |
| **Your Name:** |  | **Date:** |  |

|  |
| --- |
| **What?** |
| What incident or activity prompted you to reflect? |
| **So what?** |
| Why was it important to you? |

|  |
| --- |
| **Now what?** |
| What will this mean for your professional development? How might you follow up? |
| **Then what?** |
| What additional support or information do you need now, or might you need in the future? |

**Placement Hours Record**

Please ensure all hours and absences are recorded by the learner and signed by the practice educator to show an accurate record of attendance. Please note lunch breaks are not included as placement hours. It is the professional responsibility of the learner (HCPC, 2016) to ensure these are an accurate representation of the practice hours done. **Expected hours per week = 37.5**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week 1** | **Hours completed** | **Reason for non-scheduled absence** | | | **Week 2** | **Hours completed** | | | **Reason for non-scheduled absence** | |
| **Mon** |  |  | | | **Mon** |  | | |  | |
| **Tue** |  |  | | | **Tue** |  | | |  | |
| **Wed** |  |  | | | **Wed** |  | | |  | |
| **Thur** |  |  | | | **Thur** |  | | |  | |
| **Fri** |  |  | | | **Fri** |  | | |  | |
| **Sat** |  |  | | | **Sat** |  | | |  | |
| **Sun** |  |  | | | **Sun** |  | | |  | |
| **Wk 1 Total** |  |  | | | **Wk 2 Total** |  | | |  | |
| **Week 3** | **Hours completed** | **Reason for non-scheduled absence** | | | **Week 4** | **Hours completed** | | | **Reason for non-scheduled absence** | |
| **Mon** |  |  | | | **Mon** |  | | |  | |
| **Tue** |  |  | | | **Tue** |  | | |  | |
| **Wed** |  |  | | | **Wed** |  | | |  | |
| **Thur** |  |  | | | **Thur** |  | | |  | |
| **Fri** |  |  | | | **Fri** |  | | |  | |
| **Sat** |  |  | | | **Sat** |  | | |  | |
| **Sun** |  |  | | | **Sun** |  | | |  | |
| **Wk 3 Total** |  |  | | | **Wk 4 Total** |  | | |  | |
| **Cumulative total hours:** | | |  | | | |  | | | |
| **Hours confirmed by educator (name):** | | | |  | | | | **Date:** | |  |
| **I confirm all security passes, IT/Tech equipment has been returned by the learner:** | | | | | | | | | | |
| **Confirmed by educator (name):** | | | |  | | | | **Date:** | |  |

**Educator – please send this form to link tutor and to the learner once signed off.**

**Learner - please upload form once completed and signed to Moodle submission point.**