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**PRACTICE PLACEMENT ASSESSMENT FORM**

**PRACTICE PLACEMENT 4 and 5 (Level 6)**

**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) % grade |
| **Cumulative total of hours:** |  |  |

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

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| **PP4 and PP5 Learning Outcomes:**  Students will, by the end of the module, be able to:     1. Critically evaluate and consistently demonstrate the values and behaviours associated with occupational therapy professional standards for practice, conduct and ethics 2. Determine appropriate actions to ensure evidenced based safe, effective and non-discriminatory practice, complying with legal, ethical, regulatory bodies and local standards, working autonomously and within own scope of practice 3. Demonstrate highly effective and adaptable communication skills and accurate record keeping to promote professional relationships with individuals, families and populations, contributing effectively and leading work undertaken as part of a multi-disciplinary team 4. In partnership with service users and with their informed consent, or others (depending on the setting) lead the occupational therapy process (critically gather and analyse information, designing and implementing interventions, evaluating, and modifying interventions contributing to quality management goals 5. Manage a varied and complex caseload including manging others, prioritising your workload and utilising time effectively exercising professionally reasoning and evidence based practice and to justify decisions and actions 6. Evaluate behaviour in response to feedback and critical events during professional practice to demonstrate leadership and autonomy with regards to personal development through critical reflective practice |

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| **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:

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| **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).

Evidence of learning should follow the HCPC standards of Continuing Professional Development (2018) (hcpc-uk.org). Learners must:

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.

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| **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 ractice.  · 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.

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| **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/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**

**Professional Practice**

Learning Outcomes: 1, 2, 3, 4, 5, 6

1. Critically evaluate and consistently demonstrate the values and behaviours associated with occupational therapy professional standards for practice, conduct and ethics
2. Determine appropriate actions to ensure evidenced based safe, effective and non-discriminatory practice, complying with legal, ethical, regulatory bodies and local standards, working autonomously and within own scope of practice
3. Demonstrate highly effective and adaptable communication skills and accurate record keeping to promote professional relationships with individuals, families and populations, contributing effectively and leading work undertaken as part of a multi-disciplinary team
4. In partnership with service users and with their informed consent, or others (depending on the setting) lead the occupational therapy process (critically gather and analyse information, designing and implementing interventions, evaluating, and modifying interventions contributing to quality management goals
5. Manage a varied and complex caseload including manging others, prioritising your workload and utilising time effectively exercising professionally reasoning and evidence-based practice and to justify decisions and actions
6. Evaluate behaviour in response to feedback and critical events during professional practice to demonstrate leadership and autonomy with regards to personal development through critical reflective practice

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

* Defend the importance of maintaining occupation at the centre of practice
* Develop and justify safe, effective, person-centred and ethical practice
* Justify professional judgement and produce 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 and 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. |
| ***Defend the importance of maintaining occupation at the centre of practice*** |
| ***Develop and justify safe, effective, person-centred and ethical practice*** |
| ***Justify professional judgement and produce evidence-based critical reasoning to make decisions*** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Professional Practice: Skills, Knowledge and ways of thinking** | | | | | | | | | |
| (% grade for each domain) | **% grade**  **Out of 100** | **Outstanding**  **90-100%** | **Exceptional**  **80-89%** | **Excellent**  **70-79%** | **Very Good**  **60-69%** | **Good**  **50-59%** | **Satisfactory**  **40-49%** | **Fail**  **30-39%** | **Fail**  **0-29%** |
| **Defend the importance of maintaining occupation at the centre of practice** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| **Develop and justify safe, effective, person-centred and ethical practice** | Select.% | Consistently and independently exceeds expectations to:  Maintains safe practice. | Consistently and independently is able to:  Maintains safe practice. | Consistently, with minimal prompting is able to:  Maintain safe practice. | Most of the time, and with minimal prompting is able to:  Maintain safe practice | Most of the time and with regular prompting is able to:  Maintain safe practice. | Most of the time with support and regular prompting is able to:  Maintain safe practice. | Despite support and prompting, fails to: | Despite significant support and prompting, fails to |
| **Justify professional judgement and produce evidence-based critical reasoning to make decisions** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| **Mean** | 0.0% |  | | | | | | | |
| **Identified areas for development (agreed at halfway report and reviewed in each supervision)** [assessor only field] | | | | | | | | | |
| ***Defend the importance of maintaining occupation at the centre of practice*** | | | | | | | | | |
| ***Develop and justify safe, effective, person-centred and ethical practice*** | | | | | | | | | |
| ***Justify professional judgement and produce evidence-based critical reasoning to make decisions*** | | | | | | | | | |
| **Professional Practice: Skills, Knowledge and ways of thinking** | | | | | | | | | |
| (% grade for each domain) | **% grade**  **Out of 100** | **Outstanding**  **90-100%** | **Exceptional**  **80-89%** | **Excellent**  **70-79%** | **Very Good**  **60-69%** | **Good**  **50-59%** | **Satisfactory**  **40-49%** | **Fail**  **30-39%** | **Fail**  **0-29%** |
| **Defend the importance of maintaining occupation at the centre of practice** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| ***Develop and justify safe, effective, person-centred and ethical practice*** | Select.% | Consistently and independently exceeds expectations to:  Maintains safe practice. | Consistently and independently is able to:  Maintains safe practice. | Consistently, with minimal prompting is able to:  Maintains safe practice. | Most of the time, and with minimal prompting is able to:  Maintains safe practice. | Most of the time and with regular prompting is able to:  Maintains safe practice. | Most of the time with support and regular prompting is able to:  Maintains safe practice. | Despite support and prompting, fails to: | Despite significant support and prompting, fails to |
| ***Justify professional judgement and produce evidence-based critical reasoning to make decisions*** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| **Mean** | 0.0% |  | | | | | | | |
| **Identified areas for development (agreed at Final report)** [assessor only field] | | | | | | | | | |
| ***Defend the importance of maintaining occupation at the centre of practice*** | | | | | | | | | |
| ***Develop and justify safe, effective, person-centred and ethical practice*** | | | | | | | | | |
| ***Justify professional judgement and produce evidence-based critical reasoning to make decisions*** | | | | | | | | | |

**Facilitation of Learning**

Learning Outcomes: 2, 4, 6

1. Determine appropriate actions to ensure evidenced based safe, effective and non-discriminatory practice, complying with legal, ethical, regulatory bodies and local standards, working autonomously and within own scope of practice
2. In partnership with service users and with their informed consent, or others (depending on the setting) lead the occupational therapy process (critically gather and analyse information, designing and implementing interventions, evaluating, and modifying interventions contributing to quality management goals
3. Evaluate behaviour in response to feedback and critical events during professional practice to demonstrate leadership and autonomy with regards to personal development through critical reflective practice

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

* Devise and lead in the assessment of self and others
* Design and structure own and other’s learning
* Debate and critique new learning environments, methods, tools and materials

**HCPC Standards of Proficiency**

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

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

|  |
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| **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. |
| ***Devise and lead in the assessment of self and others*** |
| ***Design and structure own and other’s learning*** |
| ***Debate and critique new learning environments, methods, tools and materials*** |

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| **Facilitation of learning: Skills, Knowledge and ways of thinking** | | | | | | | | | |
| (% grade for each domain) | **% grade**  **Out of 100** | **Outstanding**  **90-100%** | **Exceptional**  **80-89%** | **Excellent**  **70-79%** | **Very Good**  **60-69%** | **Good**  **50-59%** | **Satisfactory**  **40-49%** | **Fail**  **30-39%** | **Fail**  **0-29%** |
| ***Devise and lead in the assessment of self and others*** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| ***Design and structure own and other’s learning*** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| ***Debate and critique new learning environments, methods, tools and materials*** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| **Mean** | 0.0% |  | | | | | | | |
| **Identified areas for development (agreed at halfway report and reviewed in each supervision)** [assessor only field] | | | | | | | | | |
| ***Devise and lead in the assessment of self and others*** | | | | | | | | | |
| ***Design and structure own and other’s learning*** | | | | | | | | | |
| ***Debate and critique new learning environments, methods, tools and materials*** | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Facilitation of learning: Skills, Knowledge and ways of thinking** | | | | | | | | | |
| (% grade for each domain) | **% grade**  **Out of 100** | **Outstanding**  **90-100%** | **Exceptional**  **80-89%** | **Excellent**  **70-79%** | **Very Good**  **60-69%** | **Good**  **50-59%** | **Satisfactory**  **40-49%** | **Fail**  **30-39%** | **Fail**  **0-29%** |
| ***Devise and lead in the assessment of self and others*** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| ***Design and structure own and other’s learning*** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| ***Debate and critique new learning environments, methods, tools and materials*** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| **Mean** | 0.0% |  | | | | | | | |
| **Identified areas for development (agreed at Final report)** [assessor only field] | | | | | | | | | |
| ***Devise and lead in the assessment of self and others*** | | | | | | | | | |
| ***Design and structure own and other’s learning*** | | | | | | | | | |
| ***Debate and critique new learning environments, methods, tools and materials*** | | | | | | | | | |

**Leadership**

Learning Outcomes: 3, 4, 5, 6

1. Demonstrate highly effective and adaptable communication skills and accurate record keeping to promote professional relationships with individuals, families and populations, contributing effectively and leading work undertaken as part of a multi-disciplinary team
2. In partnership with service users and with their informed consent, or others (depending on the setting) lead the occupational therapy process (critically gather and analyse information, designing and implementing interventions, evaluating, and modifying interventions contributing to quality management goals
3. Manage a varied and complex caseload including manging others, prioritising your workload and utilising time effectively exercising professionally reasoning and evidence based practice and to justify decisions and actions
4. Evaluate behaviour in response to feedback and critical events during professional practice to demonstrate leadership and autonomy with regards to personal development through critical reflective practice

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

* Construct and organise own and others’ knowledge, skills and ways of thinking
* Evaluate and integrate the principles of teamwork
* Critique 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. |
| ***Construct and organise own and others’ knowledge, skills and ways of thinking*** |
| ***Evaluate and integrate the principles of teamwork*** |
| ***Critique the principles and value of professional and/or organisational change*** |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Leadership: Skills, Knowledge and ways of thinking** | | | | | | | | | |
| (% grade for each domain) | **% grade**  **Out of 100** | **Outstanding**  **90-100%** | **Exceptional**  **80-89%** | **Excellent**  **70-79%** | **Very Good**  **60-69%** | **Good**  **50-59%** | **Satisfactory**  **40-49%** | **Fail**  **30-39%** | **Fail**  **0-29%** |
| **Construct and organise own and others’ knowledge, skills and ways of thinking** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| **Evaluate and integrate the principles of teamwork** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| **Critique the principles and value of professional and/or organisational change** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| **Mean** | 0.0% |  | | | | | | | |
| **Identified areas for development (agreed at halfway report and reviewed in each supervision)** [assessor only field] | | | | | | | | | |
| ***Construct and organise own and others’ knowledge, skills and ways of thinking*** | | | | | | | | | |
| ***Evaluate and integrate the principles of teamwork*** | | | | | | | | | |
| ***Critique the principles and value of professional and/or organisational change*** | | | | | | | | | |
| **Leadership: Skills, Knowledge and ways of thinking** | | | | | | | | | |
| (% grade for each domain) | **% grade**  **Out of 100** | **Outstanding**  **90-100%** | **Exceptional**  **80-89%** | **Excellent**  **70-79%** | **Very Good**  **60-69%** | **Good**  **50-59%** | **Satisfactory**  **40-49%** | **Fail**  **30-39%** | **Fail**  **0-29%** |
| **Construct and organise own and others’ knowledge, skills and ways of thinking** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| ***Evaluate and integrate the principles of teamwork*** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| ***Critique the principles and value of professional and/or organisational change*** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| **Mean** | 0.0% |  | | | | | | | |
| **Identified areas for development (agreed at Final report)** [assessor only field] | | | | | | | | | |
| ***Construct and organise own and others’ knowledge, skills and ways of thinking*** | | | | | | | | | |
| ***Evaluate and integrate the principles of teamwork*** | | | | | | | | | |
| ***Critique the principles and value of professional and/or organisational change*** | | | | | | | | | |

**Evidence, Research and Development**

Learning Outcomes: 1, 2, 4

1. Critically evaluate and consistently demonstrate the values and behaviours associated with occupational therapy professional standards for practice, conduct and ethics
2. Determine appropriate actions to ensure evidenced based safe, effective and non-discriminatory practice, complying with legal, ethical, regulatory bodies and local standards, working autonomously and within own scope of practice
3. In partnership with service users and with their informed consent, or others (depending on the setting) lead the occupational therapy process (critically gather and analyse information, designing and implementing interventions, evaluating, and modifying interventions contributing to quality management goals

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

* Debate and recommend evidence to inform practice
* Develop and integrate principles of research
* Evaluate 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) |
| ***Debate and recommend evidence to inform practice*** |
| ***Develop and integrate principles of research*** |
| ***Evaluate the impact of broader socio-economic and political agendas*** |

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| **Evidence, Research and Development: Skills, Knowledge and ways of thinking** | | | | | | | | | |
| (% grade for each domain) | **% grade**  **Out of 100** | **Outstanding**  **90-100%** | **Exceptional**  **80-89%** | **Excellent**  **70-79%** | **Very Good**  **60-69%** | **Good**  **50-59%** | **Satisfactory**  **40-49%** | **Fail**  **30-39%** | **Fail**  **0-29%** |
| ***Debate and recommend evidence to inform practice*** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| ***Develop and integrate principles of research*** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| ***Evaluate the impact of broader socio-economic and political agendas*** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| **Mean** | 0.0% |  | | | | | | | |
| **Identified areas for development (agreed at halfway report and reviewed in each supervision)** [assessor only field] | | | | | | | | | |
| ***Debate and recommend evidence to inform practice*** | | | | | | | | | |
| ***Develop and integrate principles of research*** | | | | | | | | | |
| ***Evaluate the impact of broader socio-economic and political agendas*** | | | | | | | | | |

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| **Evidence, Research and Development: Skills, Knowledge and ways of thinking** | | | | | | | | | |
| (% grade for each domain) | **% grade**  **Out of 100** | **Outstanding**  **90-100%** | **Exceptional**  **80-89%** | **Excellent**  **70-79%** | **Very Good**  **60-69%** | **Good**  **50-59%** | **Satisfactory**  **40-49%** | **Fail**  **30-39%** | **Fail**  **0-29%** |
| ***Debate and recommend evidence to inform practice*** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| ***Develop and integrate principles of research*** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| ***Evaluate the impact of broader socio-economic and political agendas*** | Select.% | Consistently and independently exceeds expectations to: | Consistently and independently is able to: | Consistently, with minimal prompting is able to: | Most of the time, and with minimal prompting is able to: | Most of the time and with regular prompting is able to: | Most of the time with support and regular prompting is able to: | Despite support and prompting, fails to | Despite significant support and prompting, fails to |
| **Mean** | 0.0% |  | | | | | | | |
| **Identified areas for development (agreed at Final report) [assessor only field]** | | | | | | | | | |
| ***Debate and recommend evidence to inform practice*** | | | | | | | | | |
| ***Develop and integrate principles of research*** | | | | | | | | | |
| ***Evaluate the impact of broader socio-economic and political agendas*** | | | | | | | | | |

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| --- | --- | --- |
| **Half-Way Report** | | |
| **Learner supporting comments (up to 500 words) (half-way)** | | |
| [learner text box] | | |
| **Identified Areas of Good practice (half-way)** | | |
| [Practice Educator text box] | | |
| **Indicated learning/areas for development (half-way)** | | |
| [Practice Educator text box] | | |
| 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 |

|  |
| --- |
| **Final Report** |
| **Learner supporting comments (up to 500 words) (Final)** |
| [learner text box] |
| **Identified Areas of Good practice (Final)** |
| [Practice Educator text box] |
| **Indicated learning/areas for development (Final)** |
| [Practice Educator text box] |

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

**Final Assessment Summary**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Part 1 – Professional Behaviour and Responsibilities** | | | | | | |
| 1. Integrates health and safety legislation into occupational therapy practice taking account of local policy and procedures 2. Demonstrates non-discriminatory practice 3. Fulfil all responsibilities related to legal, ethical, and local considerations of professional practice | | | Pass | Fail | |  |
|  |  | |
| **Part 2 – Learning Outcomes** | | | | | | |
| (Learners must pass each pillar of practice to pass overall) | | | Pass | Fail | | % (out of 100)  Mean of pillars |
| **Professional Practice**   * Defend the importance of maintaining occupation at the centre of practice * Develop and justify safe, effective, person-centred and ethical practice * Justify professional judgement and produce evidence-based critical reasoning to make decisions | | |  |  | | % |
| **Facilitation of Learning**   * Devise and lead in the assessment of self and others * Design and structure own and other’s learning * Debate and critique new learning environments, methods, tools and materials | | |  |  | | % |
| **Leadership**   * Construct and organise own and others’ knowledge, skills and ways of thinking * Evaluate and integrate the principles of teamwork * Critique the principles and value of professional and/or organisational change | | |  |  | | % |
| **Evidence, Research and Development**   * Debate and recommend evidence to inform practice * Develop and integrate principles of research * Evaluate the impact of broader socio-economic and political agendas | | |  |  | | % |
| (Each pillar is worth 25% of the total mark)  **Overall Outcome (mean from the 4 pillars)** | | |  |  | | % |
|  | | | | | | |
| Educator signature | Date | Learner signature | | | Date | |
|  |  |  | | |  | |

**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** |  | | |  | |
| **Week 5** | **Hours completed** | **Reason for non-scheduled absence** | | | **Week 6** | **Hours completed** | | | **Reason for non-scheduled absence** | |
| **Mon** |  |  | | | **Mon** |  | | |  | |
| **Tue** |  |  | | | **Tue** |  | | |  | |
| **Wed** |  |  | | | **Wed** |  | | |  | |
| **Thur** |  |  | | | **Thur** |  | | |  | |
| **Fri** |  |  | | | **Fri** |  | | |  | |
| **Sat** |  |  | | | **Sat** |  | | |  | |
| **Sun** |  |  | | | **Sun** |  | | |  | |
| **Wk 5 Total** |  |  | | | **Wk 6 Total** |  | | |  | |
| **Weeks 7 and 8 for final placement only** | | | | | | | | | | |
| **Week 7** | **Hours completed** | **Reason for non-scheduled absence** | | | **Week 8** | **Hours completed** | | | **Reason for non-scheduled absence** | |
| **Mon** |  |  | | | **Mon** |  | | |  | |
| **Tue** |  |  | | | **Tue** |  | | |  | |
| **Wed** |  |  | | | **Wed** |  | | |  | |
| **Thur** |  |  | | | **Thur** |  | | |  | |
| **Fri** |  |  | | | **Fri** |  | | |  | |
| **Sat** |  |  | | | **Sat** |  | | |  | |
| **Sun** |  |  | | | **Sun** |  | | |  | |
| **Wk 7 Total** |  |  | | | **Wk 8 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.**