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**Guidance for learners and educators completing the PPAF (Practice Placement Assessment Form)**

**Year 2 and 3 (Level 5 and 6)**

**Learner/Student** – please complete the form on page 1 with information supplied to you by Birmingham Newman University through the ARC PoW (Placements on the Web). Please check these details with your educator when you start your placement. Maintain a record of your completed hours on placement on last page of this document or relevant tool (e.g. ARC?).

**Educator** – please check all details are correct on the first page of the PPAF. Learner keeps a record of hours they complete on placement, please check this with them regularly. A final total of hours to be added to the front page of the form.

**Learning Outcomes (page 2)**

There are learning outcomes associated with each placement module detailed on page 2 of the PPAF which also fit with the RCOT (Royal College of Occupational Therapy) (2022) four pillars of practice: professional practice, facilitation of learning, leadership and evidence, research and development.

The learner will have completed mandatory training prior to their practice placement – educator and learner are asked to confirm this on page 2 along with confirmation of the learner’s initial induction on placement being completed in the first week of the placement.

**Placement Assessment Tool (page 3)**

Page 3 of the PPAF provides detailed information on part one and two of the PPAF and how they relate to the four pillars of practice (RCOT, 2022) and the 15 HCPC (2023) standards of Proficiency for Occupational Therapists. Learners must pass both part one and two to achieve a pass overall. 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.

**Learning Agreement (pages 4-7)**

**Learner** – completes a SWOC (strengths, weakness, opportunities, challenges) analysis prior to their placement starting. They are then encouraged to share any information which may affect their learning on placement in any way. This is in order to raise awareness and if needed, appropriate support can be put in place.

**Educator** – please discuss with the learner their SWOC analysis and any information they have shared relating to their learning on placement. If you and the learner feel it would be beneficial, please do make contact with the University to discuss options to facilitate their learning.

**Learning Agreement (page 6)**

Learner and educator – identify up to 4 goals and indicate which pillar/s of practice the goal sits within. Goals should be S (Specific), M (Measurable), A (Achievable), R (Realistic) and T (Time-based), and can be formed from the areas the learner has identified on their SWOC analysis. Information provided on page 7 can help to identify the level of learning and terminology appropriate to the level (based on Bloom’s taxonomy (2010) and RCOT’s (2022) Career Development Framework) e.g.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |
| **9/06/25** | Professional Practice | **Level 5 example**  **Demonstrate professional clinical reasoning for a patient/client centered assessment/**  **intervention** | **During patient/client contact, and discuss reasoning with educator before/after encounter** | **Learner records reflective notes (PPAF part 2 (record of learning evidence)** |
| **9/06/25** | Facilitation of Learning | **Level 6 example**  **Develop session/tool to facilitate patient/client learning, use appropriate method of communication and terminology** | **Lead a patient/client session on…e.g. energy conservation/**  **relaxation/**  **managing stress** | **Learner completes reflection and evaluation using reflection template after implementation and records brief outline in PPAF part 2 - record of learning evidence** |

Agree together when supervision will take place, where, for how long and who this will be with, and indicate on PPAF.

**Part 1: Professional behaviour and responsibilities (pages 8-10)**

Part 1 should be considered throughout the placement and evidence of good practice added to each section. Supervision meetings and subsequent recording of notes are an opportunity to review learner progress against part 1 requirements of professional behaviour and responsibilities. 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. All sections of part 1 must be passed for the learner to pass the placement.

**Part 2: Learning Outcome/s and grading the domains in the four pillars of practice (RCOT, 2022)**

For each of the four pillars of practice there are sections for the learner and educator to complete

**Learner** – completes the first section (white) for each pillar during the placement with support from the educator during supervision to identify how they have met the learning outcomes. This can be linked to their weekly action plan, reflections and supervision logs as required.

**Educator** – completes the second section (yellow – at the half-way point) and third section (green – final report) for each pillar. Educator grades the learner for each of the three domains within each pillar of practice. Educator and learner discuss and agree on areas for development at both the mid-way point and final report.

**Educator** – should identify to the leaner any areas where they are not meeting expectations in their performance with opportunities to address areas requiring development (before the mid-way and final report points).

**Learner** – should discuss any areas of their learning they have concerns about, feel they need further practice or support, or lack confidence, to enable the educator to support them in their learning.

**Half-Way Report**

**Learner –** completes ‘Learner supporting comments’ box (white box) for half-way report

**Educator** – completes yellow section (identified areas of good practice and indicated learning) – for the mid-way report

**Final Report**

**Learner** – completes ‘Learner supporting comments’ box (white box) for final report

**Educator** – completes green section (identified areas of good practice and indicated learning) – for the final report.

**Learner** – completes reflective summary - white section (blue background for title) – as part of their final report – a reflective summary of learning and indicated learning (for future University learning, self-directed learning or future practice placement/s)

**Final Assessment Summary**

Educator – marks the boxes for each domain and adds percentage grade (out of 100) under each pillar (or this will be automatically calculated from the green sections where they have graded each pillar above).

**Appendices/supplementary documents**

At the end of the PPAF are other documents to support placement learning and recording –

* Practice placement supervision log
* Weekly action plan
* Reflection template