

OCCUPATIONAL THERAPY
PRACTICE BASED LEARNING 1 (Level 4)
ASSESSMENT

Student Name:		
Student ID:		
Final Grade:		
Total Hours Completed: (Includes study time, but not lunch breaks or Bank Holidays)	PART A - CAMPUS	PART B – PRACTICE-BASED LEARNING

*This assessment paperwork was developed in partnership with practice educators and students
at Sheffield Hallam University.*

Thank you to them all for their contributions.

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PRACTICE-BASED LEARNING DETAILS - PART B	
Student Name	
Practice Educator	
Client Group	
Practice-Based Learning Provider	
Address	
Telephone Number	
Academic Advisor	
Dates of Practice-Based Learning	

ADDITIONAL CONTACTS/SUPPORT

Administrative Support		
healthplacements@shu.ac.uk		
Sarah Lacey Practice-Based Learning Lead BSc and MSc courses and MSc Practice-Based Learning Coordinator s.lacey@shu.ac.uk	Katherine Garvey BSc Practice-Based Learning Coordinator k.garvey@shu.ac.uk	Abby Stanford Practice-Based Learning Lead Degree Apprenticeships a.stanford@shu.ac.uk

PRACTICE-BASED LEARNING ATTENDANCE AND ABSENCE

You are expected to attend 100% of your allocated practice-based learning.

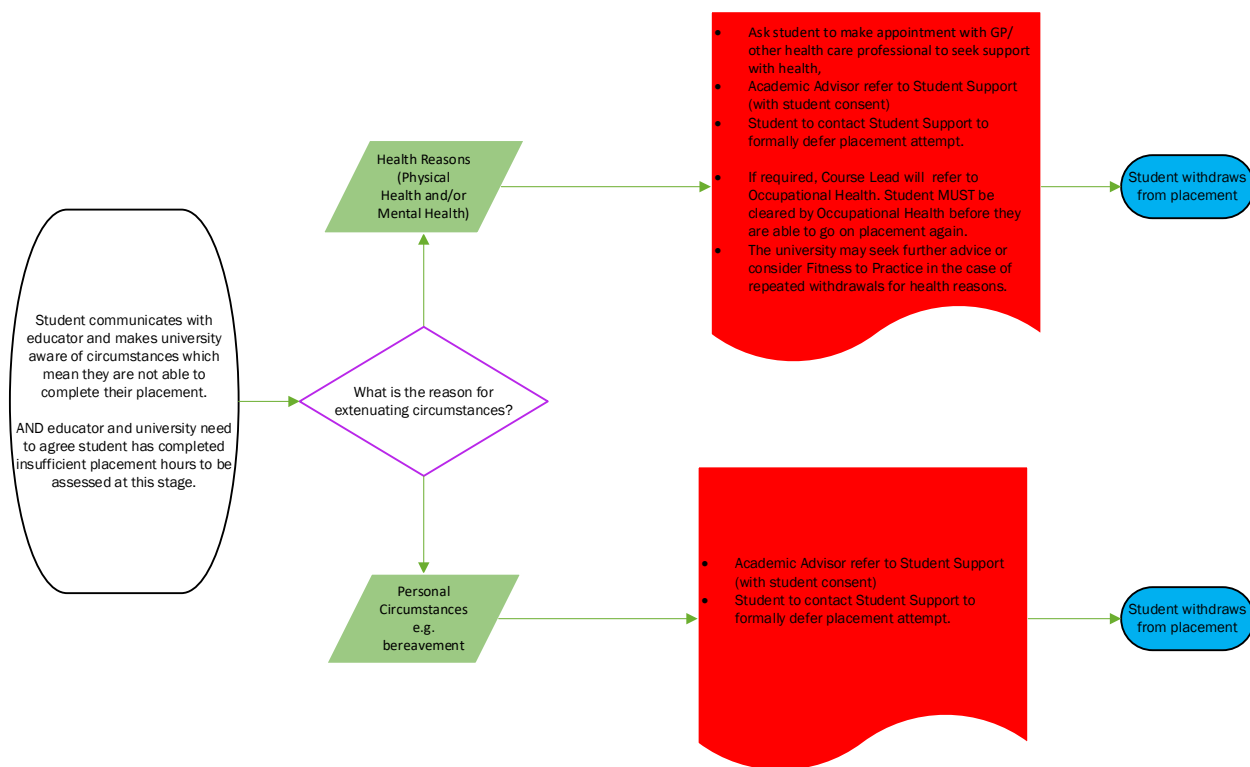
If you are absent from practice-based learning you should report it directly to the university using [this form](#) AND telephone your Practice Educator. It is essential that sickness/absence is recorded.

Further details about attendance and absence are on the [SHU Occupational Therapy Practice-Based Learning Website](#).

Please see the Extenuating circumstances policy below.



Occupational Therapy Extenuating Circumstances Policy



Updated August 2023 Sarah Lacey

MODULE AIM

The aim of this module is for you to give you a foundation in practice-based learning which will give you the opportunity to apply the knowledge gained in the course so far across the RCOT four pillars of practice, with the close support of a practice educator.

By the end of the module, you will be able to:

1. Observe and participate in assessment, decision making, and interventions in that area of practice, with support from practice educator.
2. Demonstrate interpersonal skills, including a range of communication skills and an ability to work with others, with support from practice educator.
3. Demonstrate professional behaviour and safe practice, including reflection, and organisational skills, showing an ability to identify own learning needs, with support from practice educator.

PRACTICE-BASED LEARNING RELATIONSHIP TO ACADEMIC MODULES

These are the modules that students engage in at level 4. This gives educators a broad idea of the content that is covered in the first year of the Occupational Therapy course.



MANDATORY TRAINING REQUIREMENTS

Before a student can be cleared for practice-based learning they must attend and complete mandatory training. Details of this can be found on the [Occupational Therapy Practice-Based Learning website](#). This includes:

Method of Training	Modules Completed	Minimum Frequency
E-Learning	Data Security Awareness Level 1	Yearly
	Fire Safety Level 1	1 st year and 3 rd year
	Equality, Diversity and Human Rights Level 1	1 st year
	Prevent Radicalisation – Basic PREVENT Awareness	1 st year
	Conflict Resolution Level 1	1 st year
	Health, Safety and Welfare Level 1	1 st year
	Infection Prevention and Control Levels 1 and 2	1 st year and 2 nd year
	Resuscitation Levels 1 and 2	1 st year and 2 nd year
	Moving and Handling Level 1	1 st year
	Safeguarding Adults Levels 1 and 2	1 st year and 2 nd year
	Safeguarding Children Levels 1 and 2	1 st year and 2 nd year
Practical Training	Basic Life Support	Yearly
	Manual Handling <i>Students are given a certificate with full details of training contents they can share on request</i>	Every 18 months

PART A – CAMPUS PLACEMENT

PRACTICE-BASED LEARNING AGREEMENT PART A

Name of Student		Name of Practice Educator	Sheffield Hallam University
Name of Academic Advisor/Practice Learning Coach		Dates of Practice-Based Learning	
Practice-Based Learning Setting	Sheffield Hallam University	Practice-Based Learning Hours	
<p>There are factors that that might impact on my practice-based learning.</p> <p><i>E.g., learning needs, family/social circumstances, at risk of discrimination linked to protected characteristics, previous experiences which may be relevant in this setting e.g. bereavement.</i></p>	<p>These are:</p>		
<p>I need this support and/or these adjustments:</p> <p><i>Please detail who will be responsible for these.</i></p>			
Date agreed:			
Student signature:			
University signature:			

PRACTICE-BASED LEARNING OBJECTIVES PART A

These should be completed by the student at the start of PART A campus placement and should focus on knowledge, skills, and behaviours you want to develop during the campus learning experience.

SMART learning objectives <i>Please refer to assessment criteria and aim to set objectives around professional conduct AND professional practice</i>	Resources Required <i>e.g., reading, shadowing opportunity, appropriate service user</i>	Date Set	Evidence provided by student to demonstrate learning objective has been met	Date Met
Date signed off:				
Student signature:				
Educator signature:				

OCCUPATIONAL THERAPY
PRACTICE BASED LEARNING 1
CAMPUS PLACEMENT COMPETENCIES

WEEK 1- ACUTE PHYSICAL

Day	Competency	Comments	Facilitator Signature
Day A	Initial Interviews <ul style="list-style-type: none"> Conducted at least one initial interview with a real service user Adapted communication style to meet needs of service user Completed initial interview notes using template 		
Day B	Initial (Transfer) Assessment <ul style="list-style-type: none"> Conducted transfer assessment with supervision with [insert number] of real service users Adapted communication style to meet needs of service user Completed transfer assessment notes using template 		
Day C	Environmental Assessment <ul style="list-style-type: none"> Carried out environmental assessment of a house with guidance Conducted virtual home assessment With support identified possible equipment and other modifications required Completed environmental assessment report using template 		
Thursday	Other Information Gathering <ul style="list-style-type: none"> From medical notes, including writing a summary for notes From a telephone call, including writing a summary for notes 		
Friday	Self-Directed Learning <ul style="list-style-type: none"> Researched Parkinson's Disease with prompts Looked at practice guidance and evidence for interventions in Parkinson's Disease 		

WEEK 2 – PHYSICAL REHABILITATION

Day	Competency	Comments	Facilitator Signature
DAY A Multiple Sclerosis	Acute Rehab - Cueing (Simulation with actors) <ul style="list-style-type: none"> • Practicing the use of cueing as a strategy for handwriting in Parkinson's Disease • Evaluate the effectiveness of the strategy • Develop and trial cueing cards for two further activities 		
DAY B Multiple Sclerosis	Acute Rehab - Mental Rehearsal (Simulation with actors) <ul style="list-style-type: none"> • Practising the use of mental rehearsal as a strategy for handling money in Parkinson's Disease • Transfer the strategy to two further tasks, and trial and evaluate its effectiveness 		
Wednesday	Self-Directed Learning <ul style="list-style-type: none"> • Researched Multiple Sclerosis with prompts • Completed e-learning package on washing and dressing 		
DAY A Parkinson's Disease	Inpatient rehab – Washing and Dressing (Simulation with actors) <ul style="list-style-type: none"> • Carried out a top half washing and dressing assessment • Completed an activity analysis and notes for the washing and dressing assessment using templates • Designed a rehab programme for an OT assistant to follow to practice washing and dressing with this patient 		
DAY B Parkinson's Disease	Inpatient rehab – Transfer Practice (Simulation with actors) <ul style="list-style-type: none"> • Planning an intervention based on analysis of assessment information • Conducted transfer practice with a patient • Evaluated the intervention and modified it when conducting transfer practice a second 		

WEEK 3- COMMUNITY MENTAL HEALTH

Day	Competency	Comments	Facilitator Signature
Monday	<p>Welcome to the CMHT:</p> <ul style="list-style-type: none"> • Introduction to the service, its aims, and other members of the MDT in a CMHT. • Participate in a relaxation group. • Reflect on and evaluate the experience of attending a group. • Redesign the group based on person learning. • Deliver the group (in small groups) to peers. • Reading referral and investigating condition(s) of service user for tomorrow. 		
Tuesday	<p>Assessment:</p> <ul style="list-style-type: none"> • Observing the OCAIRS being completed • Writing up the OCAIRS assessment and a set of notes for at this service user. • Looking at additional assessment data e.g. anxiety rating scale, Mayer's lifestyle questionnaire • Summarising assessment findings • Reading referral and investigating condition(s) of service users for tomorrow. 		
Wednesday	<p>Assessment:</p> <ul style="list-style-type: none"> • Completing the OCAIRS assessment with at least one service user. • Writing up the OCAIRS assessment and a set of notes for at least one service user. • Feeding back in an OT team meeting. 		
Thursday	<p>Developing A Group Intervention:</p> <ul style="list-style-type: none"> • Goal setting for a group • Evidence based practice for group work – linking service user needs, goals, and intervention with the evidence base. • Developing group contact for at least 2 service user assessed this week 		
Friday	<p>Self-Directed Learning</p> <ol style="list-style-type: none"> 1. Professional Conduct – Culture, Equality, and Diversity (Hallam e-learning modules and reflection) 2. Professional Practice – Working With Others (Hallam e-learning module and reflection) 		

WEEK 4- COMMUNITY MENTAL HEALTH

Day	Competency	Comments	Facilitator Signature
Monday	<p>Group Intervention:</p> <ul style="list-style-type: none"> • Deliver a creative group intervention for at least 2 x service users. • Participate in a creative group intervention being led by a group of peers. • Write SOAP notes on at least 1 of the service users from the group intervention. • Evaluate the intervention, considering changes if the group was to be run again. 		
Tuesday	<p>1:1 Intervention:</p> <ul style="list-style-type: none"> • Design a 1:1 intervention for a service user, focusing on photography with their grandson in the Botanical Gardens. • Writing an intervention plan. • Develop a risk management plan for the intervention. 		
Wednesday	<ol style="list-style-type: none"> 1. Individual reflective presentation 2. OT Life Hacks social media task 3. Introducing leadership placements task 		
Thursday	<p>Team Away Day:</p> <ul style="list-style-type: none"> • Developing critical thinking skills • Core and transferable skills for future placements • Evaluating the learning experience • Introducing Practice-Based Learning 1 PART B 		
Friday	<p>Self-Directed Learning</p> <ol style="list-style-type: none"> 1. Professional Conduct – Scope of Practice personal development tasks (SWOT analysis and personal mission statement). 2. Practice-Based Learning assessment booklet – complete ‘Student Preparation for Part B of Practice-Based Learning’. 	Student to record how this time has been spent and be prepared to show this as evidence in PART B of Practice-Based Learning 1	N/A

LEARNING RECORD PART A- WEEK 1

To be completed and signed by student based on debriefs and group supervision this week.

What did you learn about your own knowledge, skills, and behaviours?	
What did you learn about the Occupational Therapy process?	
What did you learn about this practice area?	
Detail any feedback you were given this week:	
Outcomes of reading/research:	
Student health and wellbeing: <i>Prompt – please speak to a placement facilitator, your Academic Advisor or Practice Learning Coach if you are having any issues or are concerned.</i>	
What would you like to achieve next week? <i>Aim for these to link to overall learning objectives</i>	
Date:	
Student signature:	

LEARNING RECORD PART A- WEEK 2

To be completed and signed by student based on debriefs and group supervision this week.

What did you learn about your own knowledge, skills, and behaviours?	
What did you learn about the Occupational Therapy process?	
What did you learn about this practice area?	
Detail any feedback you were given this week:	
Outcomes of reading/research:	
Student health and wellbeing: <i>Prompt – please speak to a placement facilitator, your Academic Advisor or Practice Learning Coach if you are having any issues or are concerned.</i>	
What would you like to achieve next week? <i>Aim for these to link to overall learning objectives</i>	
Date:	
Student signature:	

LEARNING RECORD PART A- WEEK 3

To be completed and signed by student based on debriefs and group supervision this week.

What did you learn about your own knowledge, skills, and behaviours?	
What did you learn about the Occupational Therapy process?	
What did you learn about this practice area?	
Detail any feedback you were given this week:	
Outcomes of reading/research:	
Student health and wellbeing: <i>Prompt – please speak to a placement facilitator, your Academic Advisor or Practice Learning Coach if you are having any issues or are concerned.</i>	
What would you like to achieve next week? <i>Aim for these to link to overall learning objectives</i>	
Date:	
Student signature:	

LEARNING RECORD PART A- WEEK 4

To be completed and signed by student based on debriefs and group supervision this week.

What did you learn about your own knowledge, skills, and behaviours?	
What did you learn about the Occupational Therapy process?	
What did you learn about this practice area?	
Detail any feedback you were given this week:	
Outcomes of reading/research:	
Student health and wellbeing: <i>Prompt – please speak to a placement facilitator, your Academic Advisor or Practice Learning Coach if you are having any issues or are concerned.</i>	
What would you like to achieve I PART B? <u>Please complete Student Preparation for Practice Based Learning PART B</u>	
Date:	
Student signature:	

**PART B –
PRACTICE-BASED
LEARNING**

STUDENT PREPARATION FOR PART B- PRACTICE-BASED LEARNING

Before you start your practice-based learning please complete the following:

<p>Strengths – what skills did you develop in PART A and what did you enjoy?</p>	
<p>Areas for development – what skills do you still need to develop from PART A and what did you find difficult?</p>	
<p>Learning objective ideas for PART B (practice-based learning).</p>	
<p>Learning needs and reasonable adjustments considered and discussed with university (if required).</p> <p><i>These will need to be negotiated and agreed between Student and Practice Educator prior to practice-based learning or as early as possible.</i></p>	

STUDENT INDUCTION PART B

	Date	Student signature
Orientation to team and workplace		
Named person to go to with difficulties.		
Relevant emergency numbers and procedures		
Policies and procedures including: <ul style="list-style-type: none"> - Incident reporting - Health and safety - Manual handling - Infection control - Fire - Bullying and harassment - Equal opportunities 		
Expectations of professionalism in this setting e.g., use of mobile phones, dress code.		
Contact details for university and name of Academic Advisor provided to Practice Educator.		

PRACTICE-BASED LEARNING AGREEMENT PART B

Name of Student		Name of Practice Educator	
Name of Academic Advisor		Dates of Practice-Based Learning	
Practice-Based Learning Setting		Practice-Based Learning Hours	
<p>There are factors that that might impact on my practice-based learning.</p> <p><i>E.g., learning needs, family/social circumstances, at risk of discrimination linked to protected characteristics, previous experiences which may be relevant in this setting e.g. bereavement.</i></p>	<p>These are:</p>		
<p>I need this support and/or these adjustments:</p> <p><i>Please detail who will be responsible for these.</i></p>			
Date agreed:			
Student signature:			
Educator signature:			

PRACTICE-BASED LEARNING OBJECTIVES PART B

These should be completed by the student at the start of PART B practice-based learning and negotiated with the Practice Educator.

SMART learning objectives <i>Please refer to assessment criteria and aim to set objectives around professional conduct AND professional practice</i>	Resources Required <i>e.g., reading, shadowing opportunity, appropriate service user</i>	Date Set	Evidence provided by student to demonstrate learning objective has been met	Date Met
Date signed off:				
Student signature:				
Educator signature:				

SUPERVISION RECORD PART B - WEEK 1

To be completed and signed by student, and verified by Practice Educator

Feedback and learning outcomes from PART A:	
Reflection: <i>You may want to reflect on a FEELING you had in your first week e.g., nervousness.</i>	
Case discussion (if applicable):	
Feedback:	
Outcomes of reading/research:	
Student health and wellbeing:	
Goals and actions for next week: <i>Aim for these to link to overall learning objectives</i>	
Date:	
Student signature:	
Educator signature:	

SUPERVISION RECORD PART B- WEEK 2

To be completed and signed by student, and verified by Practice Educator

Goals and actions from last week:	
Reflection:	
Case discussion (if applicable):	
Feedback:	
Outcomes of reading/research:	
Student health and wellbeing:	
Goals and actions for next week: <i>Aim for these to link to overall learning objectives</i>	
Date:	
Student signature:	
Educator signature:	

SUPERVISION RECORD PART B - WEEK 3

To be completed and signed by student, and verified by Practice Educator

Goals and actions from last week:	
Reflection:	
Case discussion (if applicable):	
Feedback:	
Outcomes of reading/research:	
Student health and wellbeing:	
Goals and actions for next week: <i>Aim for these to link to overall learning objectives</i>	
Date:	
Student signature:	
Educator signature:	

SUPERVISION RECORD PART B – WEEK 4

To be completed and signed by student, and verified by Practice Educator

Goals and actions from last week:	
Reflection:	
Case discussion (if applicable):	
Feedback:	
Outcomes of reading/research:	
Student health and wellbeing:	
Goals and actions for next week: <i>Aim for these to link to overall learning objectives</i>	
Date:	
Student signature:	
Educator signature:	

ASSESSMENT

PART A Students will meet set competencies and receive brief formative feedback from the Campus Facilitators. They should complete the Student Preparation Form for PART B before the practice-based learning component.

PART B Students will have their final (summative) assessment ONLY. Practice Educators should refer back to the competencies completed and feedback provided in PART A.

DEFINITIONS OF TERMS

Practice Educators please use these definitions to aid your understanding of the pass criteria.

<p>Not met</p>	<p>Requires continual support or prompting for tasks, is unable to respond to constructive criticism, is unable to generalise knowledge across contexts, and does not demonstrate safe practice or professional conduct.</p> <p><i>N.B Working at this level results in a fail grade for any practice-based learning experience. See 'Areas of Concern' policy, and ensure the university are involved.</i></p>
<p>First practice-based learning experience</p> <ul style="list-style-type: none"> - 1st year BSc - LEVEL 4 	<p>Awareness of and able to implement with DIRECT SUPPORT AND EXPLICIT INSTRUCTIONS e.g., <i>is aware of different communication styles and can address these when educator gives clear instruction of changes required.</i></p> <p>Able to evaluate own performance through direct feedback and questioning.</p> <p>Uses role modelling from Practice Educator to practice skills.</p> <p>When given support, can exhibit safe practice.</p> <p><u>KEY WORDS:</u> basic knowledge and comprehension of, observe, identify, demonstrate, understand, and discuss aspects of practice-based learning experience.</p>
<p>Second and third practice-based learning experiences</p> <ul style="list-style-type: none"> - 2nd year BSc - LEVEL 5 	<p>Demonstrates working knowledge and skill, and can implement with GUIDANCE, and with minimal/indirect support (e.g., questioning in supervision).</p> <p>Reflects on own practice with some assistance and seeks out support to fill gaps in knowledge and experience. Practice Educator monitors the student for areas they may need support, and offering this as they or student feels necessary.</p> <p>Can apply what is learned from one setting to another through discussion. Needs periodic prompting or support, and with this guidance can demonstrate safe practice.</p> <p><u>KEY WORDS:</u> discuss, evaluate, clinical reasoning, develop and maintain, apply, summarise aspects of practice-based learning experience.</p>
<p>Final practice-based learning experience</p> <ul style="list-style-type: none"> - 3rd year BSc - LEVEL 6 	<p>Student is applying and implementing learning INDEPENDENTLY and needs very little prompting (dependant on practice area).</p> <p>Student demonstrates safe practice and requests guidance and support appropriately.</p> <p>Student is aware of their own strengths and areas for development and works safely within this. Actively looks for learning opportunities.</p> <p>Able to apply prior knowledge to new circumstances.</p> <p>Questions and develops practice via reflection, combining information from different sources to synthesise and evidence their learning.</p> <p>Consistently demonstrates the capacity to work safely and independently within the practice area.</p> <p><u>KEY WORDS:</u> Assess and manage, competence, synthesise, determine appropriate actions through clinical reasoning, monitor and review, evaluate and critically analyse aspects of practice-based learning experience.</p>

PART A- HALF-WAY (FORMATIVE) ASSESSMENT

For further detail please refer to [HCPC Standards of Proficiency](#) and the final assessment marking criteria.

Students will also have a completed and signed campus placement competencies sheet to confirm the competencies they have gained during this part of the practice-based learning experience.

A **WORKING TOWARDS A PASS** grade should be awarded if a student is achieving or working towards achieving the module learning outcomes and is performing well in all areas.

A **REQUIRES IMPROVEMENT** grade should be awarded if a student is achieving or working towards achieving most module learning outcomes, and is performing well in most areas, but there are concerns related to a specific competency. The Areas of Concern Policy will have been followed and additional support provided if required.

A **CURRENTLY FAILING** grade should be awarded if a student is unable to achieve the module learning outcomes, because of unsatisfactory performance, with significant weaknesses in one or more areas. The Areas of Concern Policy will have been followed and additional support provided.

Comments will be provided by the campus facilitators to support the grading of performance.

	WORKING TOWARDS A PASS	REQUIRES IMPROVEMENT	CURRENTLY FAILING
Professional Conduct			
Professional Practice			
Campus Facilitator Feedback:			
Student Comments:	<i>Please also complete Student Preparation for Practice Based Learning PART B</i>		
Action Plan for Second Half of Practice-Based Learning Experience			
Date:			
Student signature:			
Educator signature:			

PART B- FINAL (SUMMATIVE) ASSESSMENT

For further detail please refer to [HCPC Standards of Proficiency](#)

A PASS grade should be awarded if a student has achieved the learning outcomes and has consistently performed well in all areas. If they have not had opportunity to demonstrate a skill, due to the practice-based learning setting, they should not be penalised for this. Please indicate clearly if the student has exceeded expectations and worked above the pass criteria.

A FAIL grade should be awarded if a student is unable to achieve the module learning outcomes, because of unsatisfactory performance, with significant weaknesses in one or more areas. A FAIL in any section of the final report will constitute an overall failure of the practice-based learning experience. The university must have been involved and should be present for any fail at final report.

Failure of the practice-based learning experience means that it will have to be repeated and the student will be assessed again against the same criteria. A second failure will require the student to withdraw from the programme.

Comments must be written to support the PASS/FAIL grading of performance.

PROFESSIONAL CONDUCT – FINAL REPORT

	PASS	FAIL
SCOPE OF PRACTICE	Aware of own scope of practice, and practices safely within this with direct support and/or explicit instructions, including ability to manage own workload and resources effectively. With direct support recognises gaps in own skills and knowledge and seeks development opportunities.	Requires continual support or prompting to understand own scope of practice and to practice safely within this, and/or to manage own workload and resources effectively appropriate to the practice-based learning setting. Requires continual support or prompting to recognise gaps in own skills and knowledge and/or to seek development opportunities.
LEGAL AND ETHICAL BOUNDARIES	Demonstrates ensures professional suitability through high standards of conduct with direct support and/or explicit instructions.	Requires continual support or prompting to ensure professional suitability and high standards of conduct. Does not demonstrate professional conduct.
HEALTH AND WELLBEING	Aware of basic health and wellbeing strategies to maintain standard of fitness to practice. May require direct support and/or explicit instructions to demonstrate this.	Requires continual support or prompting to maintain own health and wellbeing and/or to implement strategies to maintain standard of fitness to practice.
CULTURE, EQUALITY AND DIVERSITY	Aware of the impact of culture, equality, and diversity on practice, and with direct support and/or explicit instructions practices in a non-discriminatory and inclusive manner.	Requires continual support or prompting to recognise the impact of culture, equality, and diversity on practice, and does not practice in a non-discriminatory and inclusive manner.
CONFIDENTIALITY	Demonstrates confidentiality, and aware of the basic principles of data governance. May require direct support and/or explicit instructions to implement this.	Requires continual support or prompting to maintain confidentiality and implement the principles of data governance.
RECORD KEEPING	Aware of the need for clear, and accurate records, and maintains records in accordance with legislation and guidelines with direct support and/or explicit instructions.	Requires continual support or prompting to maintain clear, and accurate records, and/or to maintain records in accordance with legislation and guidelines.
SAFE PRACTICE	Aware of relevant health and safety legislation and local procedures to work safely, manage risk, and maintain the safety of themselves and others. May require direct support and/or explicit instructions to demonstrate this.	Requires continual support or prompting to apply and implement relevant health and safety legislation and local procedures to work safely, and/or to manage risk, and/or to maintain the safety of themselves and others. Does not demonstrate safe practice.
COMMENTS:		
Date:		Educator signature:

PROFESSIONAL PRACTICE – FINAL REPORT

	PASS	FAIL
PROFESSIONAL JUDGEMENT	Aware of the need for professional judgement to justify own decisions and actions. May require direct support and/or explicit instructions to demonstrate this.	Requires continual support or prompting to discuss decision making and actions.
COMMUNICATE EFFECTIVELY	Aware of the need for effective and flexible communication skills, with service users, colleagues, and others. May require direct support and/or explicit instructions to demonstrate this. Include service user feedback if possible.	Requires continual support or prompting to communicate effectively, with service users, colleagues, and/or others.
WORK WITH OTHERS	Demonstrates ability to work in partnership with service users, carers, colleagues, and others, both individually and in groups.	Requires continual support or prompting to work in partnership with service users, carers, colleagues, and/or others, both individually and/or in groups.
REFLECTION	Uses reflection to question and expand own practice. May require direct support and/or explicit questioning to support this.	Requires continual support or prompting to understand the value of reflective practice and/or to use reflection to support learning.
HEALTH PROMOTION	Aware of the role of OT in health promotion and preventing ill health, and, with direct support and/or explicit instructions enables individuals to play a part in managing their own health, as appropriate to practice setting.	Requires continual support or prompting to understand the OT role in health promotion, and/or to enable individuals to manage their own health.
QUALITY OF PRACTICE	Aware of the need to ensure the quality of own practice through engaging in evidence-based practice, and quality assurance. May require direct support and/or explicit instructions to demonstrate this.	Requires continual support or prompting to engage in evidence-based practice, and/or quality assurance.
OCCUPATIONAL THERAPY KEY CONCEPTS AND KNOWLEDGE BASE	Basic awareness of Occupational Therapy theory and knowledge as appropriate to practice setting. May require direct support and/or explicit instructions to demonstrate application of this knowledge.	Requires continual support or prompting to apply Occupational Therapy theory and knowledge in the practice setting.
KNOWLEDGE AND SKILLS FOR PRACTICE	Basic awareness of knowledge and skills for practice. Can gather information, assess, set goals, plan intervention, deliver intervention, and evaluate outcomes, as appropriate to the practice setting, with direct support and/or explicit instructions.	Requires continual support or prompting to gather information, assess, set goals, plan intervention, delivers intervention, and/or evaluate outcomes in the practice setting.
COMMENTS:		
Date:		Educator signature:

OVERALL FEEDBACK- FINAL REPORT

Practice Educator Feedback – Student's
Strengths:

Aim to identify at least three strengths.

Clearly identify here is the student has exceeded expectations and worked above the pass criteria.

Practice Educator Feedback – Student's
Areas for Development:

Aim to identify at least three areas for development.

Practice Educator General Comments:

Student Comments:

You may find it helpful to reflect on the areas of development for your future practice that have been identified and consider how you might address these.

Date:

Student signature: I received this assessment report the date above and have read and discussed this with my Practice Educator.

Educator signature:

Professional Qualification(s):

Date of last Educator update:

PRACTICE-BASED LEARNING CONTACT HOURS

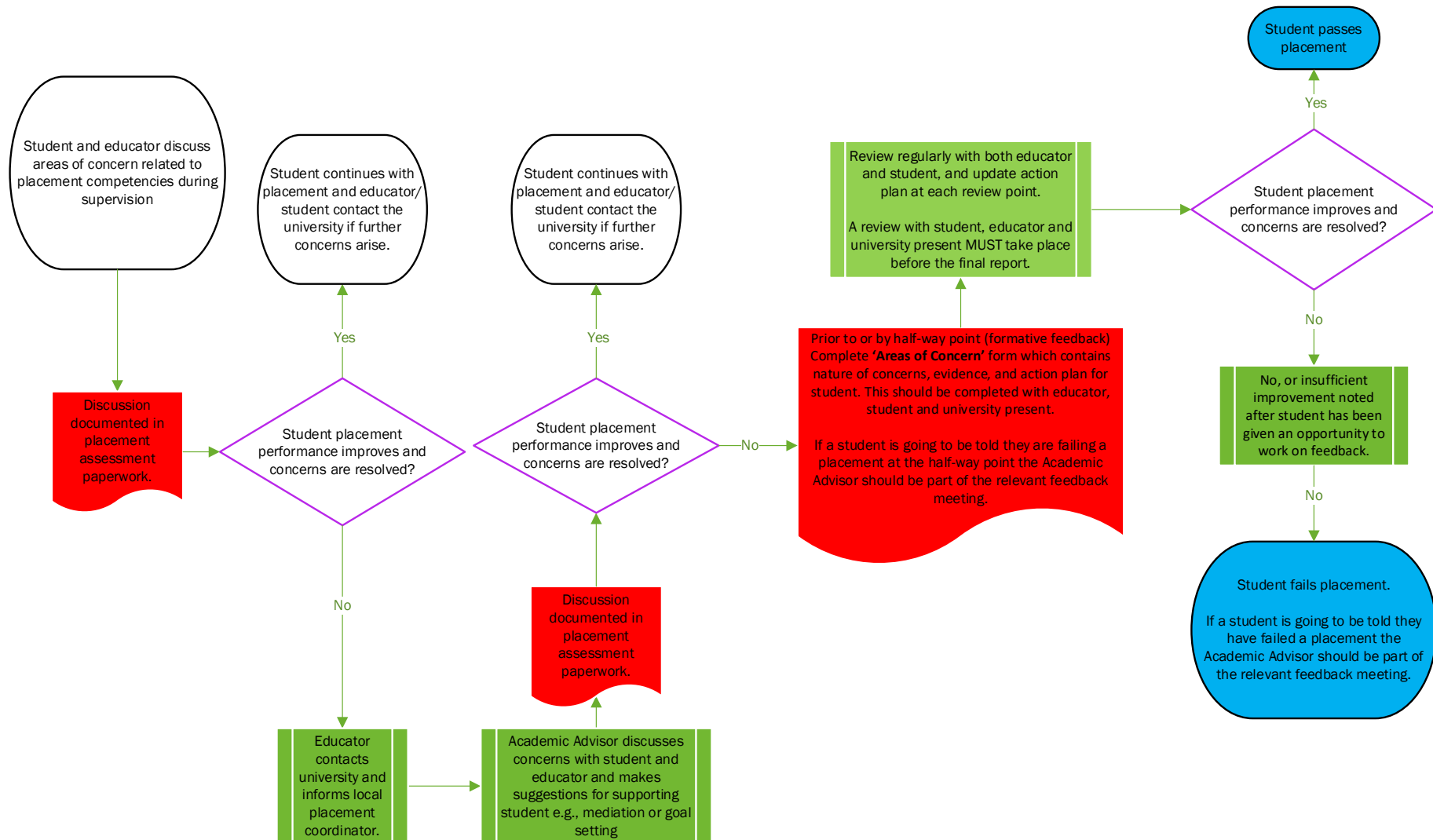
To be completed and signed by student and verified by Practice Educator.

N.B Study time (of up to 3.5 hours a week) is included. Lunchbreaks, and time off for appointments, interviews etc are not included.

Week	Hours	Student's signature	Educator's signature
PART A – Week 1			
PART A – Week 2			
PART A – Week 3			
PART A – Week 4			
PART B – Week 1			
PART B – Week 2			
PART B – Week 3			
PART B – Week 4			

RECORD OF AREAS OF CONCERN

Please follow the Areas of Concern Policy below.



Updated August 2023 Sarah Lacey































Only complete this section if concerns have been raised regarding students' progress.

Details of concern and/or discussion:	Date discussed:	Date university contacted (if applicable):

SERVICE USER FEEDBACK FORM (to print)

We are interested in hearing your opinion on how the student has worked with you. The pupil will learn more thanks to your comments. Your feedback will not affect your work or relationship with your Occupational Therapist.

Thank you.

I am a service user: <input type="checkbox"/>	I am a carer/relative: <input type="checkbox"/>				
How good was the student at the following:					
Being polite					
Making you feel at ease					
Listening to you					
Respecting you					
Explaining what they were doing					
Assessing what you needed and helping you					
Is there anything the student did particularly well?					
Is there anything they could improve on next time?					

MDT FEEDBACK FORM (to print)

We are interested in hearing your opinion on how the student has worked with you. Your comments will be used as part of the student's practice-based learning assessment. This feedback can be anonymous if you would prefer, please let the student's educator know if this is your preference.

My job role is:				
How good was the student at the following:				
	Above expectations	Met my expectations	Below my expectations	Unacceptable level of performance
Communication				
Professional behaviour				
Understanding of your job role				
Understanding of Occupational Therapy role				
Initiative and motivation				
Is there anything the student did particularly well?				
Is there anything they could improve on next time?				

