

OCCUPATIONAL THERAPY
PRACTICE BASED LEARNING 3 (Level 5)
ASSESSMENT

Student Name:	
Student ID:	
Final Grade (indicate overall mark PASS or FAIL):	
Total Hours Completed: (Includes study time, but not lunch breaks or Bank Holidays)	

***The completed assessment booklet MUST be submitted
by the student to the relevant module Blackboard site
AND by the educator to otpblsubmission@shu.ac.uk***

*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

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

healthcareplacements@shu.ac.uk

Sarah Lacey

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Abby Stanford

DA Practice-Based Learning Lead
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PRACTICE-BASED LEARNING ATTENDANCE AND ABSENCE

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

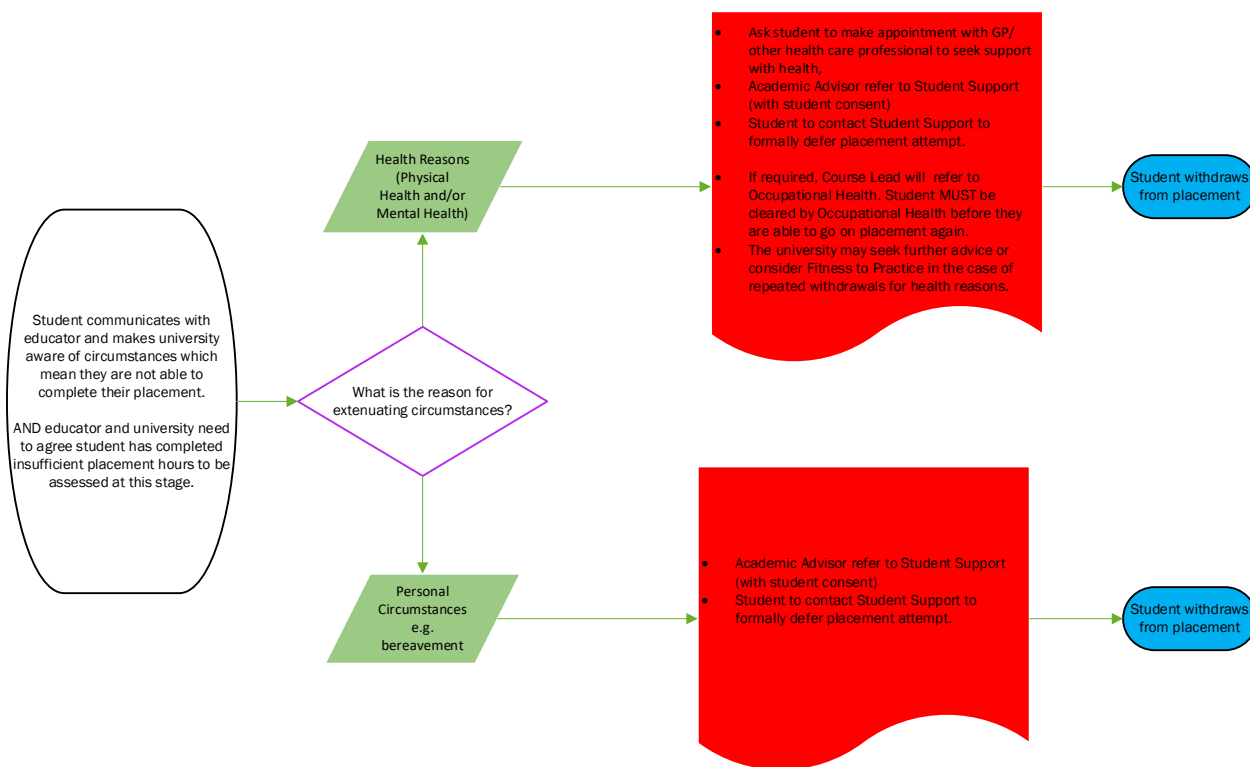
If you are absent from practice-based learning you should report it directly to the university using [this form](#) AND telephone your Practice Educator. It is essential that sickness/absence is recorded.

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 to give you an opportunity to devise, apply, and evaluate assessment, decision making, and interventions across the RCOT four pillars of practice, with support of a practice educator.

This module aims to give you the opportunity to work more independently, showing self-motivation, insight into own abilities, and an ability to identify own learning needs.

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

1. Devise, apply, and evaluate assessment, decision making, and interventions in that area of practice, with support from practice educator.
2. Demonstrate appropriate interpersonal skills, including communication skills and an ability to work with others. Produce written and verbal reports with support of practice educator.
3. Demonstrate professional behaviour and safe practice at all times. Including reflection, organisational skills, self-motivation, insight, and identifying learning needs, with support from practice educator.

PRACTICE-BASED LEARNING RELATIONSHIP TO ACADEMIC MODULES

These are the modules that students engage in at level 5. This gives educators a broad idea of the content that is covered in the second 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 (Level 1), 2 nd year (Level 2)
	Resuscitation Levels 1 and 2	1 st year (Level 1), 2 nd year (Level 2)
	Moving and Handling Level 1	1 st year
	Safeguarding Adults Levels 1 and 2	1 st year (Level 1), 2 nd year (Level 2)
	Safeguarding Children Levels 1 and 2	1 st year (Level 1), 2 nd year (Level 2)
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

STUDENT PREPARATION FOR PRACTICE-BASED LEARNING

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

<p>Strengths you and your Practice Educator identified from previous practice-based learning.</p> <p><i>What did you enjoy?</i></p>	
<p>Areas for development/improvement you and your Practice Educator identified from previous practice-based learning.</p> <p><i>What did you find difficult?</i></p>	
<p>Learning objective ideas for this practice-based learning experience.</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

	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

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>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

These should be completed by the student at the start of practice-based learning and negotiated with the Practice Educator. It may be necessary to set further learning objectives as the practice-based learning experience progresses, particularly after the half-way report.

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 WEEK 1

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

Goals and actions from last week:	
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: <i>Prompt – Please consider discussing learning needs and reasonable adjustments required if not already disclosed.</i>	
Goals and actions for next week: <i>Aim for these to link to overall learning objectives</i>	
Date:	
Student signature:	
Educator signature:	

SUPERVISION RECORD 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 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 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:	

SUPERVISION RECORD WEEK 5

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 WEEK 6

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

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. <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> Able to evaluate own performance through direct feedback and questioning. Uses role modelling from Practice Educator to practice skills. When given support, can exhibit safe practice. <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). 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. 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. <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). Student demonstrates safe practice and requests guidance and support appropriately. Student is aware of their own strengths and areas for development and works safely within this. Actively looks for learning opportunities. Able to apply prior knowledge to new circumstances. Questions and develops practice via reflection, combining information from different sources to synthesise and evidence their learning. Consistently demonstrates the capacity to work safely and independently within the practice area. <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>

HALF-WAY (FORMATIVE) ASSESSMENT

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

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. If they have not had opportunity to demonstrate a skill, due to the practice-based learning setting, they should not be penalised for this.

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. Please follow the Areas of Concern Policy and contact the University for support 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. Please follow the Areas of Concern Policy and contact the University for support.

Comments must be written to support the grading of performance.

	WORKING TOWARDS A PASS	REQUIRES IMPROVEMENT	CURRENTLY FAILING
Professional Conduct			
Professional Practice			
Practice Educator Feedback – Student’s Strengths: <i>Aim to identify at least three strengths</i>			
Practice Educator Feedback – Student’s Areas for Development: <i>Aim to identify at least three areas for development</i>			
Practice Educator General Comments:			
Student Comments:			
Action Plan for Second Half of Practice-Based Learning Experience			
Date:			
Student signature:			
Educator signature:			

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	Understands own scope of practice with guidance, and practices safely within this, including ability to manage own workload and resources effectively. Recognises gaps in own skills and knowledge and proactively seeks development opportunities.	Needs high levels of guidance, direct support and/or explicit instructions 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. direct support and/or explicit instructions to recognise gaps in own skills and knowledge and/or to seek development opportunities.
LEGAL AND ETHICAL BOUNDARIES	Ensures professional suitability through high standards of conduct at all times, with guidance.	Needs high levels of guidance, direct support and/or explicit instructions to ensure professional suitability and high standards of conduct.
HEALTH AND WELLBEING	Applies and implements health and wellbeing strategies to maintain high standard of fitness to practice with guidance.	Needs high levels of guidance, direct support and/or explicit instructions to maintain own health and wellbeing and/or to implement strategies to maintain high standard of fitness to practice.
CULTURE, EQUALITY AND DIVERSITY	Recognises the impact of culture, equality, and diversity on practice, and practices in a non-discriminatory and inclusive manner with guidance.	Needs high levels of guidance, direct support and/or explicit instructions to recognise the impact of culture, equality, and diversity on practice, and does not consistently practice in a non-discriminatory and inclusive manner.
CONFIDENTIALITY	Applies and implements confidentiality with guidance, including understanding when disclosure may be required, and the principles of data governance.	Needs high levels of guidance, direct support and/or explicit instructions to maintain confidentiality and implement the principles of data governance.
RECORD KEEPING	Maintains full, clear, and accurate records with guidance, and maintains records in accordance with legislation and guidelines. May require direct support for more complex reports.	Needs high levels of guidance, direct support and/or explicit instructions to keep full, clear, and accurate records, and/or to maintain records in accordance with legislation and guidelines.
SAFE PRACTICE	Applies and implements relevant health and safety legislation and local procedures to work safely, manage risk, and maintain the safety of themselves and others with guidance. Always maintains safe practice.	Needs high levels of guidance, direct support and/or explicit instructions 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.
COMMENTS:		
Date:		Educator signature:

PROFESSIONAL PRACTICE – FINAL REPORT

	PASS	FAIL
PROFESSIONAL JUDGEMENT	Exercises professional judgement to justify own decisions and actions with indirect support and/or guidance. Applying clinical reasoning.	Needs high levels of guidance, direct support and/or explicit instructions to justify decisions or apply clinical reasoning.
COMMUNICATE EFFECTIVELY	Demonstrates effective and flexible communication skills with guidance, with service users, colleagues, and others. Include service user feedback if possible.	Needs high levels of guidance, direct support and/or explicit instructions to apply and implement effective communication skills, with service users, colleagues, and/or others.
WORK WITH OTHERS	Works in partnership with service users, carers, colleagues, and others, both individually and in groups with guidance. Demonstrates the ability to work collaboratively with indirect support and to evaluate own leadership skills.	Needs high levels of guidance, direct support and/or explicit instructions to work in partnership with service users, carers, colleagues, and/or others, both individually and/or in groups Needs high levels of guidance, direct support and/or explicit instructions to work collaboratively and/or to evaluate own leadership skills.
REFLECTION	Uses reflection to question own practice and can apply what is learned from one setting to another with guidance.	Needs high levels of guidance, direct support and/or explicit instructions to understand the value of reflective practice and/or to apply learning from one setting to another.
HEALTH PROMOTION	Understands the role of OT in health promotion and preventing ill health with guidance and demonstrates ability to enable individuals to play a part in managing their own health, as appropriate to practice setting.	Needs high levels of guidance, direct support and/or explicit instructions to understand the OT role in health promotion, and/or to enable individuals to manage their own health.
QUALITY OF PRACTICE	Assures the quality of own practice through engaging in evidence-based practice guidance.	Needs high levels of guidance, direct support and/or explicit instructions to engage in evidence-based practice.
OCCUPATIONAL THERAPY KEY CONCEPTS AND KNOWLEDGE BASE	Developing relevant Occupational Therapy theory and knowledge as appropriate to practice setting with guidance. Seeks out opportunities to fill gaps in knowledge.	Needs high levels of guidance, direct support and/or explicit instructions to apply and implement relevant Occupational Therapy theory and knowledge in the practice setting. Needs direct support and/or explicit instructions to seek out opportunities to fill gaps in knowledge.
KNOWLEDGE AND SKILLS FOR PRACTICE	Demonstrates ability to gather information, assess, set goals, plan intervention, deliver intervention, and evaluate outcomes, as appropriate to the practice setting with guidance.	Needs high levels of guidance, direct support and/or explicit instructions 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

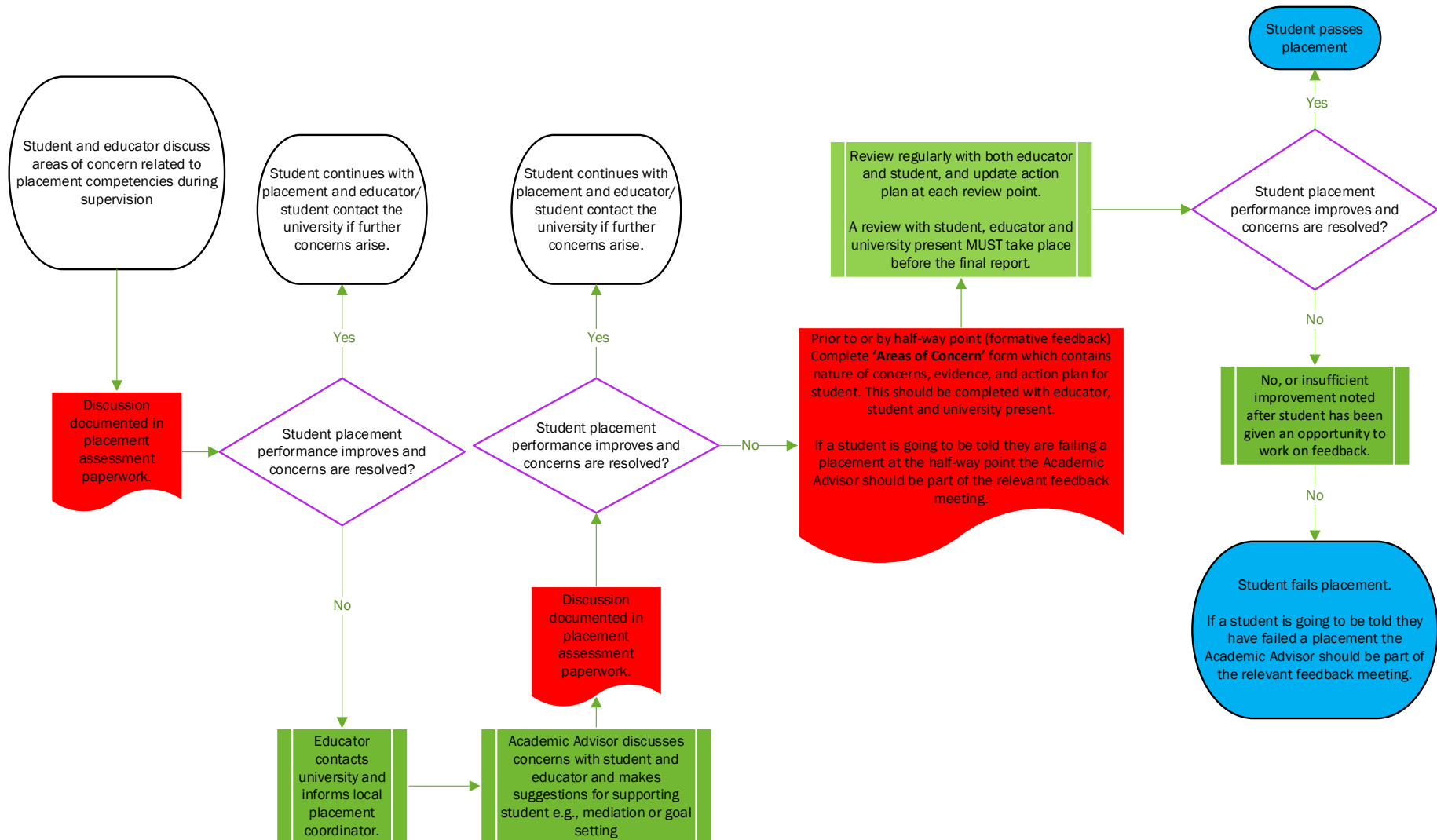
To be completed and signed by student and verified by Practice Educator.

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
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			

RECORD OF AREAS OF CONCERN

Please follow the Areas of Concern Policy below.



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 *(should be printed for distribution as needed)*

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 *(should be printed for distribution as needed)*

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?				