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|  | | **MSc Occupational Therapy**  **(pre-registration)**  **Practice Experience - PE3**  **Assessment Form** | | | | |  |
| Student name: | |  | | | |
| Student ID number: | | |  | | |
|  | | | | |
| Final mark: | **(F / P / P+ / P++)** | | |  |
| Hours: |  | | |  |

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| *This page is left intentionally blank*  **MSc (pre-registration) Occupational Therapy**  **PRACTICE EXPERIENCE - PE3 - ASSESSMENT FORM** | | | | |
| SUMMARY OF GRADES (i.e. P++ / P+ / P / F) | **GRADE** | **PLACEMENT DETAILS** | | |
| 1. OCCUPATIONAL THERAPY PROCESS |  | STUDENT |  | |
| 1. PROFESSIONAL COMMUNICATION |  | PRACTICE PLACEMENT EDUCATOR |  | |
| 1. PERSONAL & PROFESSIONAL DEVELOPMENT |  | NAME OF TRUST/PLACEMENT PROVIDER  (Please confirm with your Placement Educator) |  | |
| ADDRESS |  | |
| 1. WORKING PRACTICES |  | TELEPHONE NO. |  | |
| UNIVERSITY LIAISON TUTOR |  | |
| 1. STUDENT RECORD OF PLACEMENT ATTENDANCE | Student to complete electronic hours on **Record of Placement Attendance** form and print hardcopy for their PPE. PPE to confirm placement hours and record on Assessment Form and sign. Student to submit electronic **Record of Placement Attendance** to [HWB-AHPTimesheets-mb@exchange.shu.ac.uk](mailto:HWB-AHPTimesheets-mb@exchange.shu.ac.uk) for recording. | | | |
| NB: In order to gain a pass in each of the above sections, all components of that section must be passed. A fail in any section at the final report will constitute an overall fail of the placement. | CLIENT GROUP | |  | |
| DATE OF PLACEMENT (FROM & TO) | |  |  |
| HOURS COMPLETED  (Includes study time, but not lunch breaks or Bank Holidays) | |  | |
| PE SIGNATURE TO CONFIRM HOURS | |  | |

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Practice Experience - PE3

Module Aims

This practice learning experience will give the student the opportunity to broaden their awareness of the context of health and social care by participating in a non-statutory or emerging area of practice where they may or may not already be an occupational therapist in situ. The student will have support from a related field of practice or from the university.

The student will develop their professional skills as they would in any practice setting, but in addition they will also develop and implement an occupation-based intervention appropriate to the setting and service user group with the support of the supervisor.

Learning Outcomes

By the end of the practice, the student will be able to:

* Identify a role for occupational therapy within the organisation. Research, plan, deliver, and evaluate an occupation based intervention which is relevant to the service users and in consultation with the service providers.
* Communicate with service users and other professionals appropriately and sensitively. With the support of the occupational therapist produce verbal and written reports for other members of the team where appropriate.
* Have an understanding of and work within the HCPC and COT guidelines at all times, demonstrating self-motivation and initiative with an insight into your level of abilities with the support of your occupational therapist.

**Using this assessment form**

Please read the section in the practice experience handbook. It is important that you indicate, in the boxes provided, a final level of competency. You can either use a coloured highlighter to indicate the boxes which most represent the level of performance you have observed, or you may draw (in thick pen preferably) around the boxes to indicate the appropriate level.

**Please do not use the boxes for halfway assessment; this is in the supervision log.**

The pass / pass + and pass ++ grades do not affect the student's degree award. However, it is an acknowledgement of achievement on placement which may be useful for CPD and recruitment evidence. A placement commendation will be given to students who pass three out of four placements with an overall grade of pass ++.

The overall mark for a placement is determined by the marks given for the individual sections. It is suggested that the PPE take the most commonly given mark, across all areas, as the overall mark if there are other issues which have affected the mark given (e.g. attendance, general attitude etc.). The PPE can use their discretion, but will need to explain this in the placement final report.

**Please refer to Assessment Processes in the Placement Handbook for more details.**

**Placement assessment booklet - induction checklist**

|  |  |  |
| --- | --- | --- |
| **When** | **Task** | **Completed (🗸) or N/A** |

|  |  |  |
| --- | --- | --- |
| **Pre-Placement  (if applicable)**  **STUDENT** | Learning Contract and reasonable adjustments (in relation to disability support), if applicable, negotiated and agreed between student, PPE and visiting tutor |  |
| **Start of Placement**  **STUDENT AND PPE** | Learning objectives negotiated and agreed between student and educator |  |
| **Start of Placement**  **STUDENT** | Learning objectives written into assessment booklet |  |

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**MSc (pre-registration) Occupational Therapy**

**Practice Experience - PE3**

**LEARNING CONTRACT (to be completed by student at start of the placement)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Initial Learning Objectives:  Specific, Measurable, Attainable, Realistic and Timed (S.M.A.R.T.)  What do you want to learn or develop during this placement? | Learning Resources:  What resources do you need in order to achieve these? | Evidence: How can you show yourself and your practice placement educator that you have met these objectives? | | Date set | Date achieved |
|  |  |  | |  |  |
|  |  |  |  | |  |

**Student:** **Practice Placement Educator:**

**Date:**

DEVELOPMENT OF OCCUPATIONAL THERAPY ROLE AND INTERVENTION - PE3   
(please differentiate clearly on the grid the halfway mark and final mark)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | 1. Assessment of scope of service | 1. Identification of occupational therapy role | 1. Intervention planning and implementation | 1. Professional reasoning (assessed at presentation) | 1. Evaluation and planning (assessed at presentation) |
| **PASS ++** | Able to fully articulate current scope of the practice setting and locate it within its context in the community. Identifies links to other areas and related services. | Independently identifies ways of involving service users and providers in establishing and prioritising needs for potential occupational therapy role. | Plans and implements a significant occupation- based intervention in the service or with service users. Adapts and modifies intervention weekly using feedback and reflection | Uses current theory and developing practice knowledge to justify new intervention. Able to articulate professional reasoning to both service user and service provider. | Feedback from service users and providers is integral to evaluation throughout. Sustainability or possible future developments of this intervention and occupational therapy role in the service is considered |
| **PASS +** | Able to identify scope and range of service within its working context. Identifies key areas of work and service provision. | Able to identify and prioritise potential occupational therapy role in consultation with service users and providers with minimal support from practice supervisor | Able to plan and implement a workable and useful occupation based intervention. Is able to adapt and alter plans as implementation takes place with minimal assistance. | Justifies new intervention with reference to current theory and professional philosophy. May need some assistance from practice supervisor to articulate this | Evaluates new intervention incorporating feedback from service users and providers, Sustainability is considered or future plans are explored. |
| **PASS** | With support of practice supervisor, is able to identify the scope of service and needs of service users. Has grounded awareness of practice service context. | Can identify potential occupational therapy role considering needs of service users and service providers, with support from practice supervisor | Plans and implements a realistic occupation based intervention for service and users or parts thereof with support from practice supervisor | Able to justify and reason through the innovation with reference to occupational therapy philosophy and theory with support from practice supervisor. | Can evaluate the new intervention. Is able to identify changes and improvements for future implementation. Feedback from service users and providers is sought. |
| **FAIL** | Unable to assess the scope of practice area or needs of service users. Is not able to articulate the current role of service within its context. | Does not consult sufficiently with service users and providers to identify needs. Is unable to identify clear potential role for occupational therapy. Does not respond to feedback on this. | Plan for new intervention is not realistic and needs maximum support from practice supervisor to modify and adapt plans. | Unable to link occupation-based intervention to theory and philosophy of occupational therapy. Intervention is not sufficiently related to occupational therapy. | Unable to evaluate the new intervention in relation to the context of the service. Is unable to suggest changes or improvements and does not consult sufficiently with service users and providers in the evaluation |
| Please note that a fail in one box, equates to an overall placement fail. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| DEVELOPMENT OF OCCUPATIONAL THERAPY ROLE AND INTERVENTION - PE3 | OVERALL HALFWAY MARK:  PASS++ / PASS + / PASS / FAIL |  |  | OVERALL FINAL MARK:  PASS++ / PASS + / PASS / FAIL |  |
| PLEASE INDICATE LEVEL OF HALFWAY MARK AND WRITE YOUR HALFWAY  COMMENTS ON THE **FORMATIVE FEEDBACK** FORM ON PAGE 29. | | | PLEASE INDICATE LEVEL OF FINAL MARK | | |
| 1. **Assessment of scope of service** | |  |  | |  |
|  | |  |  | |  |
| 1. **Identification of occupational therapy role** | |  |  | |  |
|  | |  |  | |  |
| 1. **Intervention planning and implementation** | |  |  | |  |
|  | |  |  | |  |
| 1. **Professional reasoning** | |  |  | |  |
|  | |  |  | |  |
| 1. **Evaluation and planning** | |  |  | |  |

Comments: **(This box is for the completion of the final report. Please include your comments here or attach separate sheets)**

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| **Please note: General final comments, including feed forward, should be completed on page 51** |

PROFESSIONAL COMMUNICATION - PE3 (please differentiate clearly on the grid the halfway mark and final mark)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | 1. **Communication with Clients/Carers** | 1. **Communication with Occupational Therapy Team and other agencies.** | 1. **Assertiveness** | 1. **Anti-Oppressive Practice** | 1. **Documentation** |
| **PASS ++** | Sensitive interaction with clients and carers at all times. Able to deal with demanding situations and empathise with clients and carers. | Is able to participate in many forms of communication with team and other agencies and always has a positive in-put. Shows a clear understanding of group dynamics. | Respects self and others. Acts with courage as necessary. Sets clear boundaries and negotiates with skill. | Consistently demonstrates non-judgmental attitudes to others and works in a client centred context. | Independently writes concise and accurate notes. Is able to complete a limited range of other written reports to a high standard |
| **PASS +** | Is confident in communicating with clients and carers. Establishes rapport easily. | Participates fully in team and other agency communications. | Open and clear approach. Is able to consider other view points in a positive and respectful manner and negotiate accordingly. | Able to demonstrate non-judgmental attitudes and discuss complexities and dilemmas involved. | Writes concise and accurate notes. Beginning to undertake other written reports with minimal support. |
| **PASS** | Is clear and sensitive in communicating with clients and carers understanding the importance of informed consent and confidentiality. Demonstrates care and  compassion for others | Helpful, positive interactions with team and other agencies. | Has an open and clear approach to self and others. Able to discuss issues in open, mature and professional manner. | Able to demonstrate ability to value difference in others and incorporate this into their practice. With assistance understands the impact of dysfunction and deprivation on service users, aware of socio-cultural diversity. | Beginning to take responsibility for documentation. Some assistance may be required to complete full range. |
| **FAIL** | Has problems communicating - may be withdrawn or too informal or inappropriate. May not be able to show empathy. | Has not understood or become involved in communications with team or other agencies. Has avoided communication or has done so inappropriately | Is not able to discuss issues without becoming defensive. May manipulate or avoid situations. | May express negative attitude to others in a judgmental way. Has no insight into these attitudes. | Needs assistance or prompting to complete basic documentation |
| Please note that a fail in one box, equates to an overall placement fail. | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| PROFESSIONAL COMMUNICATION - PE3 | OVERALL HALFWAY MARK: PASS++ / PASS +/PASS/FAIL |  | |  | OVERALL FINAL MARK: PASS++ / PASS +/PASS/FAIL |  |
| PLEASE INDICATE LEVEL OF HALFWAY MARK AND WRITE YOUR HALFWAY  COMMENTS ON THE **FORMATIVE FEEDBACK** FORM ON PAGE 29. | | | | PLEASE INDICATE LEVEL OF FINAL MARK | | |
| 1. **Communication with clients/carers** | | |  |  | |  |
|  | | |  |  | |  |
| 1. **Communication with the Occupational Therapy team and other agencies** | | |  |  | |  |
|  | | |  |  | |  |
| 1. **Assertiveness** | | |  |  | |  |
|  | | |  |  | |  |
| 1. **Anti-Oppressive Practice** | | |  |  | |  |
|  | | |  |  | |  |
| 1. **Documentation** | | |  |  | |  |

Comments: **(This box is for the completion of the final report. Please include your comments here or attach separate sheets)**

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| **Please note: General final comments, including feed forward, should be completed on page 51** |

PERSONAL AND PROFESSIONAL DEVELOPMENT - PE3 (please differentiate clearly on the grid the halfway mark and final mark)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | 1. Professional Suitability | 1. Self-Appraisal | 1. Self-Development | 1. Initiative and Motivation | 1. Reflective Practitioner | 1. Safety |
| **PASS ++** | Displays confidence, integrity and a responsible, mature, professional approach. | Perceptive level of insight into personal level of strengths and limitations and development needs. | Plans and develops self-development programme based on self-appraisal; identifies needs and goals and establishes means of monitoring outcomes. | High level of enthusiasm and ideas. Highly motivated and able to use initiative. Able to use own professional judgement. | Uses reflective practice to enhance evaluation of practice considering more complex and broader issues. | Demonstrates in-depth understanding of safety issues within working environments. Is pro-active in consideration of safety issues |
| **PASS +** | Reliable, honest and trustworthy. Is confident and professional in approach. Takes appropriate responsibility. | Able to critically assess levels of personal strengths and limitations. | Identifies goals and plans for self-development based on self-appraisal and feedback. | Well-motivated and enthusiastic. Shows initiative. Mostly using own professional judgement. | Uses reflective practice to develop analysis of and ideas on practice. | Aware of safety issues in environment. Needs minimal advice to enforce. |
| **PASS** | Reliable, honest and trustworthy. Clear professional attitude and gaining in self-confidence. Accepts responsibility appropriate to level. Adheres to professional code of conduct. | Developing level of self-appraisal with reasonable insight into own abilities and limitations | Able to identify and plan realistic and appropriate personal goals.  Beginning to maintain CPD. | Positive approach and use of initiative. Self-motivated. Beginning to use own professional judgement. | Uses reflection to evaluate practice. Making sound judgements based on reflective analysis. | Aware of safety and risks within immediate working environment. Practices within the legal and ethical boundaries of the profession with advice. |
| **FAIL** | Unreliable or irresponsible in approach or behaviour. Inappropriate behaviour which contravenes professional code of ethics. | Demonstrates lack of insight into own abilities and limitations. Over-estimates abilities. | Cannot identify personal learning goals. Needs constant prompting to identify needs. | Lacks initiative and appears disinterested in the work. Appears unmotivated. | Can only apply knowledge to familiar situations. Unable to use reflective practice to back up decision making. | Requires constant supervision and prompting regarding safety issues. Would place self or others at risk. |
| Please note that a fail in one box, equates to an overall placement fail. | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PERSONAL & PROFESSIONAL DEVELOPMENT - PE3 | OVERALL HALFWAY MARK PASS++ / PASS +/PASS/FAIL |  |  | OVERALL FINAL MARK PASS++ / PASS +/PASS/FAIL |  |
| PLEASE INDICATE LEVEL OF HALFWAY MARK AND WRITE YOUR HALFWAY  COMMENTS ON THE **FORMATIVE FEEDBACK** FORM ON PAGE 29. | | | PLEASE INDICATE LEVEL OF FINAL MARK | | |
| 1. **Professional Suitability** | |  |  | |  |
|  | |  |  | |  |
| 1. **Self-Appraisal** | |  |  | |  |
|  | |  |  | |  |
| 1. **Self-Development** | |  |  | |  |
|  | |  |  | |  |
| 1. **Initiative and Motivation** | |  |  | |  |
|  | |  |  | |  |
| 1. **Reflective Practitioner** | |  |  | |  |
|  | |  |  | |  |
| 1. **Safety** | |  |  | |  |

Comments: **(This box is for the completion of the final report. Please include your comments here or attach separate sheets)**

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**Please note: General final comments, including feed forward, should be completed on page 51**

WORKING PRACTICES - PE3 (please differentiate clearly on the grid the halfway mark and final mark)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | 1. **Self-Management** | 1. **Workload Management** | 1. **Policies and Procedures** | 1. **Information Handling** | 1. **Inter-professional working** |
| **PASS ++** | Demonstrates good time management and organisational skills. Is calm and well organised. Takes opportunity to gain new skills. Is self-motivated | Demonstrates good WLM applies theory to practice. Works efficiently and effectively. Makes sound and well-reasoned judgements | Applies and incorporates policy, procedure and legislation to daily practice. Keeps up to date and understand importance and effects of policy. Understands need for quality and audit. | Consistently gathers and processes appropriate information. Writes good appropriate reports. Seeks out relevant information and informs other where appropriate. | Relates own practice to inter-professional context. Consults and collaborates with inter-professional team where appropriate. |
| **PASS +** | Demonstrates good time management and organisational skills. Well-motivated. Can problem-solve. | Can prioritise and demonstrates good WLM. Is efficient and effective | Aware of importance of policy, procedures and legislation. Works safely and aware of health and safety measures. | Gathers and processes appropriate information. Maintains confidentiality and gives accurate reports. Keeps other informed and able to seek information where necessary | Able to relate own practice to context of inter-professional working. Collaborates with inter-professional colleagues where appropriate |
| **PASS** | Usually exhibits good time management and organisational skills. Makes good use of spare time and mostly meets deadlines. | Understands need for WLM. Demonstrates ability to apply theory to practice. Mostly works efficiently and effectively. Takes decisions appropriately. Understands need for prioritising. | Aware of importance of policy, procedures and legislation and is usually able to apply them to practice with assistance. Works safely and corrects errors. Understands need for health and safety measures. | Gathers and processes information appropriately. Respects confidentiality. Aware of need to keep others informed and usually does so. Aware of principles of audit and quality. | Demonstrates awareness of need to work inter-professionally where appropriate. With assistance is client centred, facilitating autonomy and empowerment of individuals and communities. |
| **FAIL** | Chaotic and disorganised. Unable to meet deadlines without constant prompting. | Cannot prioritise or apply WLM needs constant prompting to work efficiently. Makes inappropriate decisions and lacks insight. | Unaware of need to apply policy and legislation and its impact on practice. Works in isolation and can be unsafe because of this. | Unable to gather and process information. Unaware of need for confidentiality. Does not report to others. | Works in isolation. Unable to demonstrate understanding of inter-professional context of care. Does not consult or so-operate with inter-professional colleagues |
| Please note that a fail in one box, equates to an overall placement fail. | | | | | |

|  |  |  |  |  |  |
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| WORKING PRACTICES - PE3 | OVERALL HALFWAY MARK: PASS++ / PASS +/PASS/FAIL |  |  | OVERALL FINAL MARK: PASS++ / PASS +/PASS/FAIL |  |
| PLEASE INDICATE LEVEL OF HALFWAY MARK AND WRITE YOUR HALFWAY  COMMENTS ON THE **FORMATIVE FEEDBACK** FORM ON PAGE 29. | | | PLEASE INDICATE LEVEL OF FINAL MARK | | |
| 1. **Self-Management** | |  |  | |  |
|  | |  |  | |  |
| 1. **Workload Management** | |  |  | |  |
|  | |  |  | |  |
| 1. **Policies and Procedures** | |  |  | |  |
|  | |  |  | |  |
| 1. **Information Handling** | |  |  | |  |
|  | |  |  | |  |
| 1. **Inter-professional working** | |  |  | |  |

Comments: **(This box is for the completion of the final report. Please include your comments here or attach separate sheets)**

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**Please note: General final comments, including feed forward, should be completed on page 51**

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SUPERVISION LOG: - WEEK 1

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| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 1 |  |
| Date: | |
| Signed: | |
| Signed: | |

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SUPERVISION LOG - WEEK 2

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| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 2 |  |
| Date: | |
| Signed: | |
| Signed: | |

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SUPERVISION LOG - WEEK 3

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| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 3 |  |
| Date: | |
| Signed: | |
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SUPERVISION LOG - WEEK 4

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| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 4 |  |
| Date: | |
| Signed: | |
| Signed: | |

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SUPERVISION LOG - WEEK 5

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| --- | --- |
| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 5 |  |
| Date: | |
| Signed: | |
| Signed: | |

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**Placement halfway checklist**

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| --- | --- | --- |
| **When** | **Task** | **Completed (🗸) or N/A** |

|  |  |  |
| --- | --- | --- |
| Midway through placement  STUDENT | Student self-assesses on copy of assessment grids and gives to PPE before the halfway report |  |
| Gathering evidence for report  PPE | PPE considers how service user and carer feedback is incorporated into the report |  |
| Halfway report  PPE | PPE completes formative feedback and marks student progress on assessment grids. Comments and feedback given. Areas for development identified. University liaison tutor is contacted and visits if student is failing at this point. |  |
| After halfway report  STUDENT | After the halfway report the student considers the feedback given and areas for further development identified. The learning objectives for the remainder of placement are reviewed and written into the assessment booklet. |  |

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FORMATIVE FEEDBACK - WEEK 6

(This section must be completed by the Practice Placement Educator)

|  |  |
| --- | --- |
| Occupational Therapy Process | Tick |
| Working towards a pass |  |
| Some areas of concern |  |
| Failing |  |
| Comments (including areas for development): | |

|  |  |
| --- | --- |
| **Professional Communication** | Tick |
| Working towards a pass |  |
| Some areas of concern |  |
| Failing |  |
| Comments (including areas for development): | |

|  |  |
| --- | --- |
| Personal and Professional Development | Tick |
| Working towards a pass |  |
| Some areas of concern |  |
| Failing |  |
| Comments (including areas for development): | |

|  |  |
| --- | --- |
| Working Practices | Tick |
| Working towards a pass |  |
| Some areas of concern |  |
| Failing |  |
| Comments (including areas for development): | |

|  |
| --- |
| Summary of progress and areas for development for remainder of placement: (PPE) |

|  |  |
| --- | --- |
| General comments: (student) | |
| Please update your learning objectives taking into consideration the areas of development identified | |
| **Placement hours Week 6** |  |

**Signed (PPE):**

**Signed (student):**

**Date:**

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**MSc (pre-registration) Occupational Therapy**

**Practice Experience - PE3**

**LEARNING CONTRACT FOR SECOND HALF OF PLACEMENT (To be completed by student following discussion with PPE)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initial Learning Objectives:  Specific, Measurable, Attainable, Realistic and Timed (S.M.A.R.T.)  What do you want to learn or develop during this placement? | Learning Resources:  What resources do you need in order to achieve these? | Evidence: How can you show yourself and your practice placement educator that you have met these objectives? | Date set | Date achieved |
|  |  |  |  |  |

|  |  |  |  |  |
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**Student:** **Practice Placement Educator:**

**University Liaison Tutor:**  **Date:**

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SUPERVISION LOG - WEEK 7

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| --- | --- |
| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 7 |  |
| Date: | |
| Signed: | |
| Signed: | |

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SUPERVISION LOG - WEEK 8

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| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 8 |  |
| Date: | |
| Signed: | |
| Signed: | |

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SUPERVISION LOG - WEEK 9

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| --- | --- |
| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 9 |  |
| Date: | |
| Signed: | |
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SUPERVISION LOG - WEEK 10

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| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 10 |  |
| Date: | |
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SUPERVISION LOG - WEEK 11

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| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 11 |  |
| Date: | |
| Signed: | |
| Signed: | |

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SUPERVISION LOG - WEEK 12

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| --- | --- |
| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 12 |  |
| Date: | |
| Signed: | |
| Signed: | |

**End of placement checklist**

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|  |  |  |
| --- | --- | --- |
| When | **Task** | **Completed (🗸) or N/A** |

|  |  |  |
| --- | --- | --- |
| Gathering evidence for report  PPE | PPE considers how service user and carer feedback is incorporated into the report. |  |
| Final Assessment  PPE | PPE completes final assessment and gives final report to student prior to end of placement. |  |
| Final Assessment  LINK TUTOR | University liaison tutor to attend if a fail grade is to be given. |  |
| End of placement  PPE | Assessment form needs to be signed, total number of placement hours completed needs to be given. All details on page 1 completed in full. PPE signs to confirm placement hours. PPE needs to complete date of most recent update (this can include using placement website). |  |
| End of placement  STUDENT | Student to keep copy of assessment booklet and original copy submitted to university by hand in date. |  |
| End of placement  STUDENT | Student to photocopy page 1 if claiming placement expenses as proof of placement dates. |  |
| End of Placement  STUDENT | Student to complete online evaluation form  (sent by Gillian Wheatley). |  |
| End of placement  STUDENT AND PPE | Student to complete electronic hours on  **Record of Placement Attendance** form and print hardcopy for their PPE. PPE to confirm placement hours and record on Assessment Form and sign. Student to submit electronic Record of Placement Attendance to  [HWB-AHPTimesheets-mb@exchange.shu.ac.uk](mailto:HWB-AHPTimesheets-mb@exchange.shu.ac.uk) for recording. |  |

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Report on overall achievement

**(This section must be completed by the Practice Placement Educator)**

Please address these comments to the student and include anything you have not previously commented on in the form including achievements throughout the placement, areas needing further learning or development, advice and any other details you may wish to note. Please be clear about how service user and carer feedback has been considered within the assessment and report process.

**The feedback provided in this assessment booklet may be used to inform references which are written for students.**

Areas for development and considerations for next placement/future practice

**(Please ensure that the student completed their comments on the final page)**

**Signature of Practice Placement Educator:**

**Date:** **Professional Qualification(s):**

**Date of last update on SHU OT course (curriculum/policy changes):**

(e.g. Practice Placement Educator meeting; SHU OT Placement Website

<https://www3.shu.ac.uk/HWB/placements/OccupationalTherapy/index.html>)

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Comments by student (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):

**TOTAL PLACEMENT HOURS:**

I received this assessment report on (date)........................................and have read and discussed this with my Practice Placement Educator.

**Signed:** **Date:**