

BSc (Hons) Occupational Therapy

Professional Practice Portfolio Curriculum 2021

Faculty of Health and Applied Science
Department of Allied Health Professions

BSc (Hons) Occupational Therapy Practice Portfolio



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SECTION 1: Your Professional Practice Learning

Staff Contacts – Placements

Aims of the Portfolio

About Practice Learning

Core Skills/Competencies

Mandatory Training Prior To Placement

The Three Professional Practice Placements

Allocation Of Placements

Placement Tutorials By University Staff

Professional Practice Placement Hours

Professional Practice Assessment

Professional Suitability Panel

Professional Practice Office (PPO)

References

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Aims Of The Portfolio

Taking responsibility for your own continuing professional development (CPD) is central to your work as a student and throughout your career as a qualified occupational therapist (Royal College of Occupational Therapists (RCOT), 2017). You need to seek out and engage with continuing development opportunities to ensure you can meet the needs of service users safely and effectively and ensure you meet your development needs in the following areas, known as the pillars of practice:

1. Practice skills
2. Research Skills
3. Facilitating Learning
4. Leadership

(RCOT, 2017)

This portfolio provides you with a framework to allow you to plan, record, reflect on and evaluate your professional practice experiences. This in turn will allow you to link your practice learning as a continuum of experience helping you to take responsibility for your personal and professional development. Using this portfolio will prepare you for your post registration career and lifelong learning and allow you to fulfill both the placement competencies and begin the process of personal and professional development planning necessary to meet the CPD standards and (on qualifying), maintain your registration with the Health and Care Professions Council (HCPC).

The portfolio is for you to complete as you progress through your professional practice modules. Although you are responsible for maintaining the portfolio, practice educators and UWE tutor support will help to facilitate its completion throughout the programme. You may be required to submit your portfolio for inspection by external examiners during the programme.

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About Practice Learning

Professional practice education is an indispensable and integral part of the programme. Changes in health and social care provision have resulted in a widening range of work environments, increasing autonomy for the occupational therapist and a requirement for evidence based practice. It is therefore essential that the professional practice placement modules and their associated outcomes reflect this trend while providing the minimum 1000 hours required for qualification in a diverse variety of settings (RCOT 2019 p39)

Emphasis is placed upon the student achieving the competencies outlined in the Royal College of Occupational Therapists learning and development standards for pre-registration education (RCOT 2019) and gaining experience in a variety of professional settings. Your professional practice portfolio enables you, the faculty and practice placement staff to work together to ensure you attain an appropriate level and breadth of professional practice prior to qualification.

It is expected that through actively engaging your learning supported by this portfolio you will be able to:

- Develop your awareness of opportunities offered by the available range of practice settings
- Use the placement competencies, the learning contract and your personal goals to guide you in making the most of placement learning resources.
- Transfer skills from one setting to another which is seen as vital in health and social care today.

Each occupational therapy practice module facilitates the integration of theory into practice. It is also expected that you will develop *new* knowledge and skills in the professional practice environment, rather than merely consolidating what has previously been learnt in the university setting.

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Placement competencies that are achieved at Level 4 are further developed and added to at Level 5 prior to reaching the higher levels of learning and skill during Level 6. The learning process is seen to follow a spiral pathway; the transfer of professional skills from one level to the next reinforcing and enhancing previous learning whilst you add further skills as you 'travel' from one professional practice experience to another.

By the end of the professional practice modules, you will be able to demonstrate, within the context of occupation as the primary focus, the ability to:

1. Adapt therapeutic and social skills to different practice environments
2. Make independent decisions with appropriate justification
3. Manage a caseload
4. Work as part of a team
5. Recognise the role of other health and social care professions
6. Recognise the scope and limitations of your skills
7. Engage in continuing professional development
8. Practice in a professional and ethical manner
9. Demonstrate an occupational focus
10. Work as a member of an interprofessional team

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Core Skills/Competencies

The BSc(Hons) Occupational Therapy programme is designed to produce competent, reflective, practitioners capable of taking responsibility for their own professional development and who are able to contribute to the safe, ethical and effective delivery of evidence-based occupational therapy services in a wide variety of multi-professional contexts.

To help to achieve this you will undertake professional practice placements in a range of settings, work with people across the age spectrum who may have a variety of occupational challenges, and learn to integrate fully into various multi-professional settings. You will work to achieve a different set of placement competencies on each of your practice placements. To ensure all placements are audited and that you meet the RCOT, and therefore the World Federation of Occupational Therapists', requirements regarding breadth of placement experience, the allocation of placements is made by the Professional Practice Office (PPO) in conjunction with the Practice Placement Coordinator. The PPO will take into account information you provide on your ARC profile, **it is your responsibility to complete this and update it regularly if / when your circumstances change.**

Mandatory Training Prior To Placement

Alongside manual handling and basic life support which are timetabled sessions there are a series of mandatory online training and assessment packages that you need to complete and pass before you go out on your first placement. These will be available to you via the Foundations of Professional Practice for Occupational Therapy 1 (FPOT1) Blackboard site. Mandatory training will be part of your professional life and it is essential that you take responsibility for updating and maintain your training record.

Deadline:

There are no timetabled slots for you to do this so it is essential that you take responsibility for managing your study time effectively to ensure that you complete and pass all eight packages in good time before your first placement. **Failure to do so will mean that you are unable to go out on your placement.** Once completed, these certificates last for 3 years and will confirm to your placement providers that you have basic knowledge in these areas.

1. Equality Diversity and Human Rights
2. Information Governance
3. Health Safety and Welfare
4. Infection Prevention and Control
5. Conflict Resolution
6. Safeguarding Adults
7. Safeguarding Children
8. Food Hygiene

The FPOT1 module leader will email reminders to help you access and to keep on top of this work each course has a final on-line assessment, in which you need to achieve 80% to pass. You can take the test as many times as you like.

Evidence

Please save your certificates as evidence and keep these in your portfolio. Your placement providers could ask for this record along with your DBS certificate and your manual handling and basic life support certificates.

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The Three Professional Practice Placements

Foundations Of Professional Practice For Occupational Therapy 1 (FPPOT1)

This placement occurs in the final (third) term of the first year following completion of academic modules covering contributing disciplines and occupational science. The academic module that is linked to this placement covers basic skills and knowledge for placement readiness. Students need to have completed their on-line Skills for Health mandatory training packages and certificates in moving and handling and basic life support before going out into placement.

Professional Practice For Occupational Therapy 2 (PPOT2)

This placement occurs in the second term of year two and gives students the opportunity to consider in detail, the impact and challenge of impairment and disability on the service user's occupations and how this disruption affects the service user. This is integrated with the other level 5 modules. The module provides the students with the opportunity to apply uniprofessional and interprofessional learning to occupational therapy practice and continue to develop occupational therapy skills in a variety of settings. The influence of professional power and user control will be highlighted, within the context of the social model of disability.

Professional Practice For Occupational Therapy 3 (PPOT3)

This module which occurs in the first term of the third year, enables the student to fully appreciate the specialist contribution of occupational therapy and consolidate their occupational therapy skills. The content includes evidence-based practice and management of change. The student is expected to appraise the interagency service delivery and critically analyse the skills demonstrated by occupational therapists in the setting, as well as facilitating the service user's choice and performance of occupations. The student is expected to critically evaluate their own practice and modify it as necessary, critically evaluating all aspects of service delivery and its social context. The student is also expected to manage a caseload appropriate for a student at the beginning of their level 6 studies, with a view to prepare them for practice as a qualified occupational therapist.

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Allocation Of Placements

The Professional Practice Office (PPO), in collaboration with the identified placement coordinator from the occupational therapy academic team will allocate you to a suitable placement setting drawn from the list of placement offers available. To ensure that you meet the RCOT requirements regarding breadth of placement experience, the choice of where you go on your placements is made by the occupational therapy placement cohort coordinator in cooperation with the PPO. The cohort Practice Placement Coordinator will take into account information you provide on your ARC profile and any access information where and access plan exists.

All placement are audited to ensure they can provide you with the necessary learning opportunities. The University will write to your Practice Educator (PE) prior to your placement, providing them with information about the PPO and access to online information on educator development and the Practice Support Net. Your Practice Educator will be a qualified and HCPC registered occupational therapist, this can either be someone in the setting or in the case of an Role Emerging Placement it will most likely be a member of the academic team. Only a qualified and HCPC registered occupational therapist can assess your competency in practice and complete the paperwork.

PPO will release placement information to your whole cohort, at the same time if possible, at least 6 weeks prior to the placement start date. Occasionally it is not possible to meet this target as placement providers have not confirmed placements to PPO. In such cases, PPO will advise individual students by email if there is likely to be a delay in notifying them of their placement details. Students access their placement information online via the ARC system.

You will receive tutor support from a member of UWE academic staff throughout your placement. Initially, the tutor will review your learning contract and provide feedback, then a midway tutorial will be conducted, usually by telephone or other electronic media,

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or if necessary, through a personal visit by a UWE staff member. You will be notified as to which member of staff will be conducting this tutorial before the placement starts. Further tutorials may need to be organised as deemed necessary.

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Placement Tutorials By University Staff

The purpose of this is to ensure that integration of theoretical knowledge and practical skills learnt at the university with the professional practice setting is happening and to review the learning contract to ensure it fully reflects the placement experience. It will also ensure the development of communication and understanding between university staff and the PE, and maintain your contact with the university.

You will have the opportunity to: -

- Relate professional practice experience to university-based studies
- Discuss your student role, own performance, personal and professional development and any concerns and anxieties
- Gain support and guidance as appropriate.

Practice Educators will have the opportunity to:

- Discuss the placement and the programme being offered.
- Discuss the learning outcomes and learning contract
- Describe your progress and discuss any concerns
- Gain further information about the university-based studies
- Gain support and help, if needed, to facilitate the students' learning.

The member of academic staff will have the opportunity to:

- Discuss the learning objectives and review the learning contract with you and your PE
- Maintain contact with you
- Offer advice and support to you and/or PE as appropriate.
- Increase her/his awareness of opportunities offered by the placement.

There is a suggested agenda form for each Occupational Therapy Practice tutorial, which guides the tutor allocated to provide support to the student. A copy of this is included within the Practice Module sections of this portfolio. This should be used as

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a guide by students to help them prepare for the tutorial by noting any issues on this form.

The delivery method for the tutorial is usually by telephone. Other communication modes may be used, such as video conferencing and e-mails. Where deemed appropriate, a face to face meeting at the setting can take place. This is discussed in later sections of the portfolio.

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Professional Practice Placement Hours

Over the course of three practice placements, you will complete thirty weeks of practice (of approximately 37.5 hours per week). Start and finish times are to be arranged at the discretion of the Practice Educator and are subject to the demands of service user care and departmental organisation. You will normally be expected to work the standard hours of the occupational therapists in this setting. This is usually office hours but could include shift work and evening or weekend working.

Study Time

You are entitled to 3.5 hours (half a day) of study time per week.

The 37.5 hours per week of student practice includes your half day of study time

The study half day *must* be used for practice placement related study. It is seen as an essential aspect of your practice placement. You are expected to be self-directed but responsive to guidance from your PE in the use of this time, to ensure the learning and consolidation of new knowledge and skills maximise learning your learning from this experience. Your weekly reflective logs, IP logs and other forms of reflections on your practice must be undertaken in your personal study time, not during the study half day counted in your placement hours. In order for the study hours to count towards your placement time, it must be used for study directly related to the placement and your work with clients in that setting. Your reflections are personal to you in relation to your learning and the Royal College of Occupational Therapists deem that this cannot be included in this time.

Hours worked and sick leave must be recorded on the Practice Placement Hours Record form (see Hours Section).

Please note Bank holidays are not to be included in your hours of working.

Additional Guidance On Placement Hours:

A student cannot 'make up' for lost hours by, for example, being at the placement for five full days a week and not taking a half day of study. The study time is inherent in

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the placement and integral to your placement experience. We do not support students in pursuing other part-time work during placements. Study time is designated for the purposes outlined above.

There are a few placements where shift work (early/late) is the accepted practice of the setting. Students should expect to fit in with such work patterns, although students are not usually expected to attend placements at the weekend.

Compensation For Absence

If you are absent from placement and need to make up hours missed or need additional time to complete outstanding work, then this can only be considered in the following circumstances;

1. Your PE is able and willing to provide supervision for the additional time (If the PE cannot for any reason then there is no option to make up additional hours). This must be negotiated with the PE with the full involvement of the midway tutor.
2. Where any additional hours completed occur before the submission date of your practice documents and do not impact on you meeting this deadline (practice documents include the final report, learning contract and signed placement hours sheet and any module assignment)
3. The additional proposed hours do not normally exceed one calendar week and you have the support of your midway tutor/module leader (impact of additional hours on taught content on the programme will be considered). The support of your tutor/module leader must be gained prior to any negotiations with your PE.

Any request for an extension of the placement beyond a week or one that requires a later submission date can only be approved through Disability Services; you should consult a student adviser, make an appointment via Information Points or by telephoning +44 (0)117 32 85678. .

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Professional Practice Assessment

This assessment reflects the complete period of the placement and is undertaken by the Practice Educator(s). It is based on the Learning Contract negotiated and constructed in collaboration between the PE, you and the allocated UWE tutor. It must incorporate the module's placement competencies and any personal goals carried over from the previous placement and is assessed on a pass / fail basis. Your PE will have the opportunity to provide more detailed feedback in your Practice Educator Final Report and will indicate fail or pas. The PE report template will be available electronically to your practice educator prior to the placement.

It is your responsibility to submit copies of the learning contract, hours form and the Practice Educator Final Report, duly completed and signed by the Practice Educator(s) by the published date and time. NB: Failure to submit at the correct date/time will result in the placement being recorded as a fail due to non-submission. You also need to keep another copy of these documents before submitting them, so you can keep a copy in your portfolio for future reference.

Certificate Of Excellence

All professional practice placements are marked pass/fail i.e. they do not produce a mark for the purposes of calculating the degree classification. The Practice Educator will grade your placement performance as: Fail or Pass. If your practice educator deems that you have demonstrated excellence in practice and exceeded expectations for a student at your level of study they can nominate you to receive a certificate of excellence for your placement. This will be based on their professional judgement of your application and autonomy of skills in achievement of the placement competencies.

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Written Assessment

There is a written assignment related to the third practice placements (PPOT3) – the results of this contributes towards your degree classification. This assignment is marked by academic staff.

Failed Placements

No hours completed during a placement that is failed will count towards the 1000 hours total. Failed placements do not carry an automatic right to a repeat. The Award Board has the discretion to offer a further opportunity if extenuating circumstances have been accepted, there are no professional suitability issues and the Programme Team support the offer. In this case you will need to repeat the placement in a similar setting. RCOT (2019) standards for preregistration training state that if a learner fails a second attempt at a practice placement module, or first attempt at consecutive placement modules, they have failed the requirements of the pre-registration programme and are required to withdraw.

Professional Suitability Panel

The purpose of the panel is to work on behalf of the Dean by investigating situations related to student suitability and, based on the investigations, make recommendations to the Dean that will be processed in accordance with the University procedures related to Disciplinary Procedures and Rules for Students as detailed in the Student Handbook.

The Professional Suitability Panel deals with a range of situations associated with a student's professional suitability. The panel explores a student's behaviour, actions, and/or omissions that may have an impact on their suitability for membership of a professional body and/or will prevent him/her from registering with a Statutory Body or gaining a licence to practice. This process also applies where it is believed that a student's inability to meet required standards of professional practice may be attributable to physical or mental ill health.

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Examples of student behaviour, acts or omissions associated with professional unsuitability related to professional practice placements, which could be referred to the panel are:

- Falsification of official documents, such as assessment documents and travel claims
- Refusal or failure to follow legitimate health or social care organisation policy and/or academic/practice personnel instructions
- Failure to protect or disclosure of confidential information
- Dishonesty
- Students showing significant deficiencies/concern in abuse of privileges conferred by student status, such as inappropriate or unprofessional boundaries in relationships with patients, clients and other staff.
- Attitudinal or ethical shortcomings
- Repeated departure from good professional practice, as described by partner agencies and the relevant professional body to which the student is seeking to gain entry.
- Behaviour, action or omission when:
 - The student may be a risk to patients, clients or members of the public
 - The student may be a risk to him or herself

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Professional Practice Office (PPO)

PPO is at the heart of University of the West of England, Department of Allied Health's commitment to high quality practice education.

Placement activity is centralised within the department to ensure that all students are exposed to high quality practice placements through efficient and effective operational systems, strategic leadership and quality assurances processes.

The PPO Aims;

To provide a coordinated service that accesses a range of placements within the University catchment area, that supports the practice requirements of pre-qualifying award routes in order to produce, at the point of registration, practitioners fit for purpose and practice.

To meet the needs of the key stakeholders (including professional bodies), students, placement providers and curricula.

To provide quality assured placements, through a service and education partnership to audit and evaluation.

The PPO Believes That:

Students are entitled to a range of quality placements, approved and accessible, for the achievement of identified competencies required for registration.

Practice placement providers are entitled to timely communication on all aspects of placement allocation.

The University values and supports a dynamic partnership between the PPO and the service, which supports the students in achieving the competencies necessary for registration

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References:

Health and Care Professions Council (HCPC) *Standards of Continuing Professional Development*. Available from: <https://www.hcpc-uk.org/standards/standards-of-continuing-professional-development/> [Accessed 9 October 2019]

Health and Care Professional Council (2016) *Standards of conduct, performance and ethics [standard 6.3]*. Available from: <https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/>[Accessed 9 October 2019]

Health and Care Professional Council (2015), *Health, disability and becoming and health and social care professional*. Available from: <https://www.hcpc-uk.org/globalassets/resources/guidance/health-disability-and-becoming-a-health-and-care-professional.pdf> [Accessed 9 October 2019]

NHS England (2018) *Confidentiality Policy* Available from: <https://www.england.nhs.uk/wp-content/uploads/2016/12/confidentiality-policy-v4.pdf> [Accessed 9 October 2019]

Royal College of Occupational Therapists (2019) Learning and Development Standards for Pre-registration Education [online]. Available from <https://www.rcot.co.uk/practice-resources/rcot-publications/learning-and-development-standards-pre-registration-education> [accessed 17 November 2019]

Royal College of Occupational Therapists (2017) *Career Development Framework: Guiding principles for occupational therapy*. London, Royal College of Occupational Therapists

Royal College of Occupational Therapists (2015) Code of Ethics and Professional Conduct. London: RCOT

Section 2: Student Responsibilities

- **Before The Placement**
 - The Arc Profile
 - Car Insurance
 - Mandatory Training
 - Self Declaration
 - Access Needs
 - Contact your Placement

- **During The Placement**
 - Learning Contracts
 - Midway Tutorials
 - Reflection
 - Absence reporting
 - Consent
 - Confidentiality
 - Raising Concerns

- **After The Placement**
 - Submission
 - Reflection
 - Evaluation

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Student Responsibilities

In a number of key areas, you need to be professional and take full responsibility, to ensure the smooth and safe running of your placement learning:

Before The Placement

Updating Your Arc Profile:

It is your responsibility to ensure that your ARC profile is updated if there are changes to your personal circumstances. This will ensure we have accurate information when making the placement allocations.

Car Insurance:

More variety of community placements are available if you are a car driver and have access to a car whilst on placement. If using your own vehicle for community placements it is your responsibility to ensure that you are covered for work purposes. This does not normally cost more if you update your policy at the time of renewal. Check with your insurer.

Mandatory Training

It is imperative that you complete and pass all eight Skills for Health on line training packages and attend the timetabled sessions in Basic Life Support (BLS) and Manual Handling (MH) before you go out on your placement. Your Practice Educator may wish to see your certificates to confirm that you are suitably trained. If for unavoidable reasons you miss this training, it is your responsibility to ensure you undertake the required training prior to your placement. If you fail to do so, you will not be able to go out on placement.

Self-Declaration

Following your induction, each academic year you are required to complete a self-declaration with regard to your health and Disclosure and Barring Service (DBS) status. This will be an automatic pop up on your ARC login.

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Access Needs:

Having a disability should not be seen as a barrier to becoming a health or social care professional. As a student health and social care professional you are responsible for negotiating any reasonable adjustments and managing your own health and conditions that may impact on your work (HCPC, 2015, 2016)

If you have any conditions that impact on you for which reasonable adjustments for placement are needed, you will need to request a 'Placement Access Plan', contact your cohort's placement coordinator or your academic personal tutor to discuss.

Access Plan For Placements

An Access Plan is an informal meeting, which gives disabled students, or students with a long-term health or medical condition, an opportunity to discuss their needs around placements and any support or adjustments that could be put in place for them. Discussions may cover access to the placement, parking and travel, the working day including shifts and nights/weekend work. It may also cover equipment, documentation, and anything else that is relevant to their learning experience on placement.

An Access Plan Meeting will not take place until the Disability Services has received sufficient Medical Evidence from the student. Failure to provide this may cause a delay to the start of your placement.

There are two types of Access Plan meetings. The Disability Service will either ask you to meet with them face-to-face or arrange a telephone appointment. If a face-to-face meeting is required, this would usually involve a Disability Champion from your programme and / or your Academic Personal Tutor. Wellbeing may also attend where appropriate. The meetings will be chaired by one of our Disability Advisers and may last up to an hour.

If you wish to be referred for an Access Plan please contact: your Cohort placement coordinator or your APT. Alternatively referrals can also be made through the Disability Service: disabilityaccessplans@uwe.ac.uk or 0117 32 86735

Following the meeting, you will receive a report, which you should share with your practice educator as soon as you are allocated so they can discuss putting the necessary support in place for you.

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The reasonable adjustments will be shared with the Professional Practice Office (PPO) to ensure the allocation of placements is suitable to your needs.

If significant adjustments are needed for placement then the placement coordinator and/or student may arrange a pre placement discussion with the prospective PE to ensure all reasonable adjustments can be made, e.g. those students with significant mobility issues. It is your report and your responsibility to share this with your placement.

If, after you receive your report, your circumstances change, it is your responsibility to contact the Disability Service to arrange a review.

Make Contact As Soon As Possible:

You are expected to contact the PE, at the earliest opportunity after you have received your placement allocation through ARC. Do not delay as your PEs are busy people and may need to plan for your arrival e.g. set up access to record keeping systems. You may do this by email or telephone. The placement may have indicated a preferred mode of first contact via ARC.

Please note: Placement information can change at the last minute, which can mean that the information accessed via ARC can be inaccurate. You must contact your PE at the earliest opportunity to confirm the details of your placement. When you do so, you should provide your PE with contact details so that she/he can advise you of start times, pre-placement preparation and any other issues. The PE will also be able to let you know if uniform is required or if there is a dress code. If possible, do arrange an informal visit to the placement before the start date.

During The Placement

The Learning Contract

It is your responsibility to type up the learning contract agreed between you and the PE. Your completed learning contract, as agreed between you and your PE, should be submitted by e-mail to your designated midway tutor for moderation by the Tuesday of the third week of your placement. Your midway tutor will aim to respond to your

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learning contract and suggest any amendments within 5 days of the deadline. Contact the module leader if you have any concerns. Once approved you need to upload your approved learning contract to the module blackboard site.

Midway Tutorial

It is also your responsibility to contact the named tutor as soon as possible to arrange the midway tutorial, if it has not been arranged prior to the placement starting. Also, ensure your PE has the name and email address of the midway tutor. If you experience any problems contacting your allocated tutor, it is your responsibility to alert the module leader as soon as possible.

Reflection

There are a number of tools to help you develop and embed your learning via reflective practice in section 5 of this portfolio.

- Complete weekly reflective logs
- Prepare for supervision using the supervision preparation form
- Complete a 'Significant Learning Experience' reflection

Record Keeping

Each week you must add up the total hours you have spent on the placement that week, which must be initialed by the Practice Educator. At the end of your placement, your PE must sign off the total hours' record. Keep a record of all evidence towards your learning outcomes.

Sickness /Absence Reporting

You must follow the local policy regarding the reporting of sick leave to your Practice Placement, so make sure you are aware of their policy. You must also contact the PPO placement helpline to report any absence, on the first day of absence, and keep us informed re return date/continuing illness. The number is:

0117 328 3283

Seeking The Service-User's Consent

While you are on placement, you will obviously be working with service-users (clients or patients) as well as their friends and family members. On your first meeting with

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the service-user and before you start the process of assessment you MUST explain that you are a student occupational therapist and seek their consent for you to work with them. You MUST make them aware that they can refuse to consent to your involvement with them. If this should happen, it is important to remain professional about this – we all have the right to refuse to have any student work with us – even in an organisation which provides student placements.

Confidentiality

The NHS Confidentiality policy (NHS England 2018) provides guidance to the NHS and related organisations on patient confidentiality issues. Its intention is to present a consistent message on issues around the processing of patient information. Specific regulatory professional bodies also give clear statements in their codes of conduct on the importance of maintaining confidentiality (HCPC)

Looking after the information you hold about patients - If you handle and store information about identifiable, living people – for example, about patients – you are legally obliged to protect that information.

UWE considers it vital that students are conscious of the importance of maintaining confidentiality in the practice settings, in assessed work and on university sites. All students must recognise that they may be privy to confidential information and that any information or confidence must not be disclosed in the public domain, unless you are concerned someone may be at risk of harm (HCPC, 2016). It is important that students recognise that in any work submitted (assignments; projects; case studies; portfolios; presentations; examinations; reports) and in class based reflections that they must not identify any person or organisation.

A breach of confidentiality is the inclusion of names, images or registration details e.g. hospital number within a student's work (including appendices) that would allow an individual or area to be identified. This includes service users, carers, colleagues or organisations.

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Exceptions to these would be signatures of clinical staff who sign official documentation for students in placement areas. Acknowledgement of staff who have supported students in either the workplace or university (as long as names only are included, not job title or workplace) or family/friends are permitted.

To avoid a breach of confidentiality:

- Use of pseudonyms (which should be identified as such) and generalised terms e.g. social worker, nurse, health centre, practice area, young man.
- Avoid the inclusion of documentation, either original or photocopied, that might reveal the identity of an individual or organisation e.g. referral letters, medical imaging records, assessment records, prescription charts, unless these are anonymised
- (Exceptions to this are documents or cases that are now in the public domain e.g. Baby 'P'; Shipman enquiries).
- Remove names, use blank charts or pseudonyms on charts.

All breaches of confidentiality are considered serious and as a result, the following action will be taken:

First Occasion: Once a serious breach of confidentiality has been noted the marker should report this to the module leader, who will email the student copying in the academic personal tutor and programme leader requesting a meeting to discuss the breach, breach documented in student feedback and account of meeting held in student file. Dependent on the perceived seriousness of the breach it may be referred to the Professional Suitability Panel. The Head of Department will make this decision.

Second Occasion: Once a second serious breach of confidentiality has been noted the marker should report this to the module leader, who will email the student copying in the personal tutor and programme leader requesting a further meeting to discuss the breach, breach documented in student feedback and account of meeting held in student file. Breach documented in student file, discussion of the breach referred to Professional Suitability Panel.

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Referencing Confidential material

You may need to reference confidential material - for example, if you have access to an organisation's intranet whilst on placement and need to cite some of their documents. In order to protect the identity of the organisation, it is important you anonymise the information. If in doubt about whether to include material, seek guidance from the relevant module leader.

Reference

[Anonymised body]. (Year) Anonymised Title (Use square brackets for any part of the title that is anonymised). Location: [Anonymised publisher].

Example: [Placement Location]. (2013) *The Use of Do Not Resuscitate Orders: Older People with Dementia*. Bristol: [Placement Provider].

In-text citation

Example: Discussion took place regarding the local policy [Placement Location, 2013]

Raising Concerns

All UWE, Bristol students are encouraged to raise concerns about the safety of themselves or others while studying at the university. This is especially the case for students undertaking programmes leading to professional regulation, who have a duty to raise concerns to protect the people they are caring for in practice.

As a student undertaking a professional practice programme, you have a professional duty to:

- Put the interests of the people you care for first and to act to protect them if you feel that they may be at risk; this may include raising and escalating your concerns
- Raise concerns if you experience or witness bullying, harassment or assault.

The university recognises that it may not be easy for you to raise a concern. You may be unsure what to do or the process and impact may seem daunting.

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It is important that you raise concerns in a timely way so that any immediate issues such as safeguarding and protection of the vulnerable can be identified and acted upon. If the issue occurs while on placement, you should raise your concerns using the placement provider policy. If there is an immediate risk of harm, it is important that you report your concerns without delay to an appropriate person. Speak to your Practice Educator and /or your Academic support tutor. See also:

Raising Concerns: Students - [Practice Support Net - Policies and Procedures](#)

After The Placement

Submission

At the end of the placement, it is your responsibility to follow the directions for submission given by the module leader and to submit the following by the hand in date:

- One copy of the Practice Educator Report,
- One copy of your Hours Form
- One copy of the Learning Contract.
- Your Personal Goals Form

You must ensure that you keep copies of the above forms safely in your portfolio, as it is your only evidence of completion of the required hours.

The university will save the information as a record of your placement achievements.

Reflection

Attend the Placement debrief session to reflect on your learning and consider your personal goals for your next practice experience.

Evaluation

Complete a placement evaluation online.

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Section 3: Learning Contracts and Supervision

Section 3: Learning Contracts and Supervision

Guidance For Using The Learning Contract

Master Copy Of Learning Contract

Master Copy Of Supervision Preparation Form

Master Copy Of Supervision Record

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Section 3: Learning Contracts and Supervision

BSc (Hons) Occupational Therapy Practice Portfolio

Section 3: Learning Contracts and Supervision

Guidance For Using The Learning Contract

Learning for each placement is managed using a learning contract, which is the practical agreement between the Practice Educator (PE), the student and the Faculty. You must incorporate all of placement competencies of the module identified in the module specification into your learning contract, alongside any personal goals carried forward from your last placement (for PPOT2 and PPOT3). You will negotiate with the PE for the 'right' level and wording for the learning contract linked to a particular module, as well as for the resources to support your learning. The criteria for evaluating that the learning has been achieved must also be negotiated. The learning contract is used to ensure that maximum learning occurs on the placement; also that both the PE and you, the student, know:

- what is to be learned
- how it can be learned
- how you and the PE will know when it has been achieved, so that an assessment of learning and professional competence can be made.

Each learning contract is unique and a new one is drawn up for each placement. You are responsible for writing up the contract as a result of the negotiation between you and your PE. It is imperative that you utilise the expertise of your PE and negotiate this with them, as this is the tool they will use to assess your learning. It is recognised that the learning contract needs time to be established and cannot be drawn up on the first day, but should be completed by the end of the second week. It requires you and your PE to spend time together discussing the placement. Investment of time at this point in the placement should prevent misunderstandings or duplication of efforts later on. A well-used and documented learning contract will mean that both the PE and you are fully aware of each other's aims and expectations of the placement and can find evidence to support any assessment of the learning. The learning contract must be sent to the designated midway support tutor by the Tuesday of the 3rd week of each placement at the latest, in order for it to be moderated

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Section 3: Learning Contracts and Supervision

by UWE staff and that consistency of assessment across the cohort can be established.

The learning contract provides a focus for feedback and discussion of your performance and it means shared responsibility for the placement's success between you and your PE. The contract should be used as an on-going baseline to structure the discussion of your strengths and needs. Negotiation, discussion and feedback should occur continually throughout the placement. There should be a weekly formal supervision meeting to discuss the learning contract and any other issues. You should be prepared for these meetings with evidence of your progress and points for discussion (you could use the Supervision Preparation Form and/or your Weekly Reflective Logs). Each supervision session should be recorded on the Supervision Record and confirmed by both you and your PE. Your PE has the responsibility for assessing your competence and professional behaviour to ensure it is of the expected standard for a student at that point in the programme. This could mean that as the placement progresses the PE and you may identify additional learning needs, which will need to be incorporated into the learning contract. You should send any revised and agreed versions of your learning contract to your designated midway support tutor.

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Section 3: Learning Contracts and Supervision

Copy Of Learning Contract

Title page

Student name:	
Practice placement name:	
Placement address:	
Practice Educator name:	
Practice Educator telephone & e-mail:	
Type of service:	

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Section 3: Learning Contracts and Supervision

Negotiated between you and your Practice Educator (PE) Student:.....PE:.....Placement No....

Learning Needs What do I need to learn?	Related P.C.'s by no.	Learning Resources and Strategies How can I best learn and integrate this? What resources are available to me?	Criteria for evaluation. How will we know I have learned what I need to learn? How will the Practice Educator evaluate my abilities?	Supporting Evidence (location and type)
Pass/Fail		PE Signature		
Pass/Fail		PE Signature		
Pass/Fail		PE Signature		

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Section 2: Learning Contracts and Supervision

Master Copy Of Supervision Preparation Form

The student should complete the form prior to supervision sessions where it can be used as a basis for discussion in supervision. Student to consider these prompts in terms of all aspects of professional practice

(Service users, IP team working, interventions, resources, paperwork, time management, environment, CPD, policies, your profession, your service, your specialty, neighbouring services, locality, national drivers).

Student's Name:

PE's name:

1. *What Has Inspired You Since The Last Supervision?*

•

2. *What Has Worked Well? How Can You Build On This?*

•

3. *What Has Been Challenging? How Can You Progress The Challenge? How Can These Become Opportunities?*

•

4. *Where Do You Need To Focus To Improve Your Practice? How Can You Progress?*

•

5. *What Motivates You? How Can You Use This?*

•

6. *What Drains You? How Can This Become An Opportunity?*

•

7. *What Are Your Strengths That You Are Going To Employ This Week / Month?*

•

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Section 2: Learning Contracts and Supervision

Master Copy Of Supervision Record

Please ensure this is used in weekly supervision sessions and signed by Practice Educator and student

<p>Date of supervision session:.....</p> <p>Practice Educator (PE):.....</p> <p>Student</p> <p>Please note who is recording</p>
<p><u>Caseload</u></p>
<p><u>Teamwork/Professional behaviour/Communication</u></p>
<p><u>Work done with people other than PE</u></p>
<p><u>Other issues/points</u></p>

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Section 2: Learning Contracts and Supervision

Supervision Action Plan		
Actions	By whom	Time Scale

Signatures:

Practice Educator.....

Student

Date and venue of next supervision session:

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Section 4: Reflective Practice

Section 4: Reflective Practice

Reflective Practice

Personal Goals

Weekly Reflective Log

Significant Learning Experience

Record Of Personal Goals

Weekly Reflective Log

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Section 4: Reflective Practice

BSc (Hons) Occupational Therapy Practice Portfolio

Section 4: Reflective Practice

Reflective Practice

During professional practice use of the portfolio will facilitate the development of a more 'critical' approach to experiential learning which in turn will promote the development of reflective practice. This is considered a vital part of you taking responsibility for your own professional development.

Reflective practice requires a more conscious analysis of what has happened and why. This will encourage you to monitor and develop your professional practice along with developing skills of self-assessment.

The portfolio achieves this in 4 ways. It will ask you to:

1. Identify and then evaluate personal goals for each placement.
2. Write a report of a Significant Learning Experience, where you will look at a particular incident in detail. You will need to bring this for discussion in small groups during the placement debrief.
3. Complete a separate learning log for each week of your placement
4. Build your reflections over your three placements, which will help you write your level 6 Professional Reflexivity in Practice module assignment.

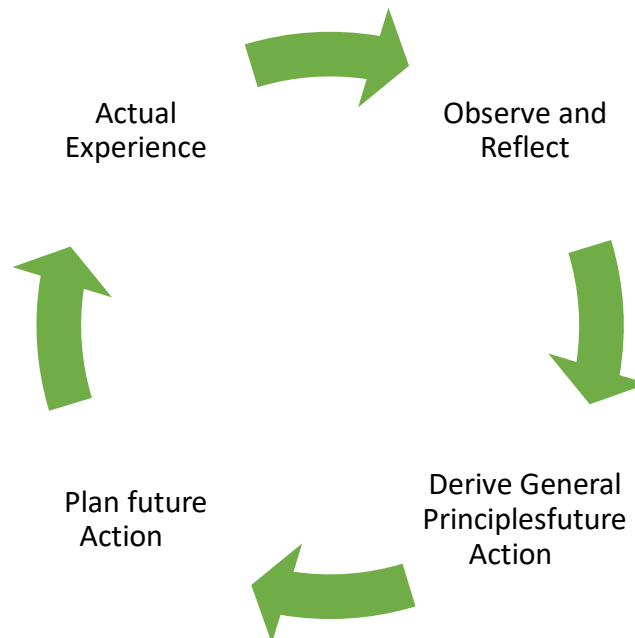
The Learning Cycle

By now, you will be familiar with the type of student-centred learning undertaken to develop the knowledge and skills base required before you start clinical practice. Your occupational therapy practice modules will now involve you directly in what is known as Experiential Learning, a process in which you develop theory from practice rather than the other way around.

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Section 4: Reflective Practice

Kolb (1984) identified 4 stages in this cycle:



This form of learning takes place every day and can be applied to any situation. An experience occurs which could involve observation or active participation. It is then reflected upon, (this may occur automatically), and the experience is considered along with similar past events and previous learning. A new understanding of that situation develops and this 'theory' is then tested in future situations with the results being reflected on and the cycle continuing.

Personal Goals

Personal Goals are broad statements identifying areas on which you are going to focus during the placement. These may be in addition to achieving the stated learning outcomes of each Professional Practice Module, although it is likely that they will link closely with them, especially where the learning outcomes are related to personal professional development. Once the placement has been completed, you will evaluate your personal goals. Any goals that have

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Section 4: Reflective Practice

not been achieved can then be identified and carried forward to your next placement.

You will need to set personal goals for each placement, which you will work on during your time in practice, probably adding in a few more as you progress through the placement. From Professional Practice for Occupational Therapy 2 onwards you will then add learning needs into your learning contract, which relate to any personal goals which were still outstanding at the end of the previous placement.

Personal goals may be field specific or areas for personal growth, associated with unique opportunities only available in that placement or outstanding goals from previous placements.

They may be field-specific skills, for example:

'Be able to choose and implement appropriate manual handling techniques when transferring clients/service users who are non-weight bearing.'

They may be related to personal development, for example:

'Develop a more self-directed approach in my learning and not rely on the fieldwork educator.'

A template for your personal goals record is included in this section.

Weekly Reflective Log

This log gives you the opportunity to record learning opportunities available on the placement, and help you analyse what is working on the placement and what needs attention. This will help in your preparation for the weekly meetings with your fieldwork educator to discuss your learning contract.

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Section 4: Reflective Practice

Copies of the reflective logs are included at the end of this section. Do not forget to include reflections on interprofessional practice.

Significant Learning Experience

One Significant Learning Experience report must be logged for each module and will be the basis for small group discussion during the debrief week. It will also be useful for your Professional Reflexivity in Practice Module assignment in your final year. This does not mean this is the only time to reflect on individual situations. You may choose to keep further reflective logs whilst on placement.

The reporting of a Significant Learning Experience is designed to help to develop your ability to critically reflect on individual situations. It is seen as promoting personal professional development and may lead to an improvement in professional skills.

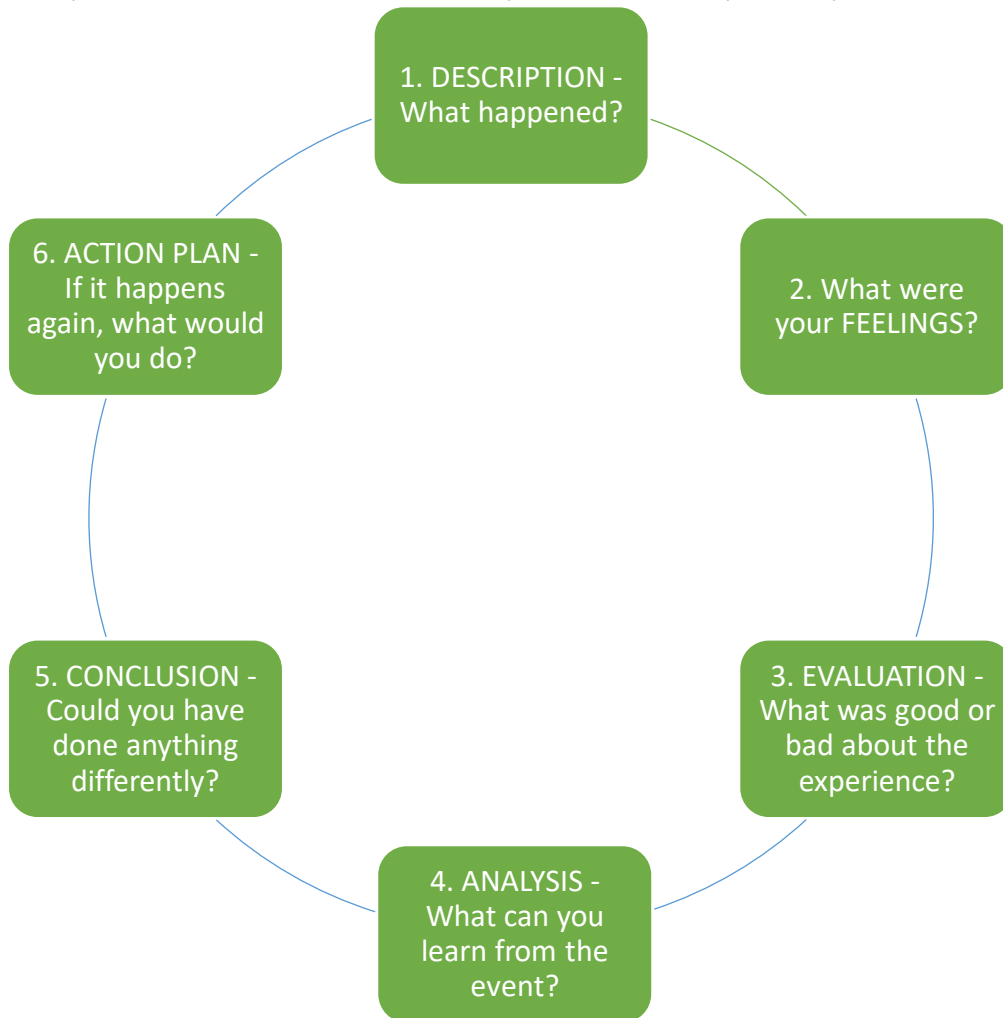
A Significant Learning Experience can be described as a situation:

- in which personal action made a difference to the outcome
- where an event went unusually well
- where things did not go as planned
- that was particularly demanding
- that captures the essence of what your work is all about

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Section 4: Reflective Practice

You may find it useful to follow the cycle below for your report.



The reflective cycle (based on Gibbs, 1988)

Writing the Significant Learning Report

For your report, which should be approximately 500 words, choose an event that has made some form of an impression on you. This written report is for your own development, it will not be marked but will help you make the most of the discussion and help you in working towards your assignment in your final placement.

Your first task is to then *describe* the event including any significant associated information. This description needs to be detailed enough to give a reader

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Section 4: Reflective Practice

insight into what happened but should also be as succinct as possible. Your memory will influence the recall of events so it is best to record details of an event quite soon after it has occurred this will improve the accuracy of the account.

Once you have done this think about how you *felt*, possibly before, during and after the event. Be as honest as you can – acknowledging attitudes and values and later evaluating these are all part of the process!

Now you have a description of all the relevant facts including how you felt at the time, spend some time reflecting on what went well and what did not go as expected. Write this up as an *evaluation* of the situation. This will lead you on to answering the next question 'What can you learn from the event?'

Your *conclusion* will look at things you could have done differently or justification for the course of action taken. Finally, identify how you would act if the same situation arose again – recognising that this will be influenced by the context in which the situation occurs in the future.

The above is a structured guide to 'getting started' with writing about a Significant Learning Experience. However, *this is not designed to be prescriptive*. Once you have more experience in this form of reflective writing you will develop your own style. As you become more clinically experienced, your application of theory to practice will improve. This should be reflected in your Significant Learning Experience Reports. Begin to analyse the situation in relation to your background knowledge and relevant research as well as your developing clinical experience.

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Section 4: Reflective Practice

Personal Goals Record

Record of Personal Goals: List personal goals below

Date:

Personal Learning achieved: Evaluate your achievements in relation to the learning outcomes, your learning contract and your personal goals

P.T.O.

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Section 4: Reflective Practice

Learning Opportunities Undertaken **e.g. in-service training, home visits**

Outstanding Personal Goals – to be carried forward to future placements

Proposed Action

Results

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Section 4: Reflective Practice

Weekly Reflective Log

Key learning for me this week

Date:

Most useful topics or activities

Least useful topics or activities

Learning needs/gaps in knowledge relevant to this placement

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Section 4: Reflective Practice

Ideas/activities I can adapt/apply to my future practice

Interprofessional / interagency issues

Areas I want to explore further during placement and on return to UWE

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Section 4: Support

Section 4: Support

Tutorial Support

Additional Support

Failure Protocol

Quality Assurance For Practice Placements

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Section 4: Support

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Section 4: Support

Tutorial Support

Just prior to going out on placement, each student is allocated a UWE Placement Support Tutor to review their learning contract and conduct a midway tutorial. The midway tutorial is an opportunity for the student to discuss their strengths and weaknesses related to the learning needs in their learning contract with the practice educator (PE) and a UWE staff member.

Midway tutorials are normally carried out by telephone, or other form of electronic communication (e.g. video conferencing by Skype, if available). Exceptions to this, where the UWE tutor can carry out a visit to the student and PE at the placement location are outlined below.

The normal process of interaction between UWE, the student on placement and the PE will be as follows:

- Pre-placement preparation week at UWE – students are advised of the UWE tutor who will be carrying out the midway tutorial
- By end of week 2 of placement the students will have liaised with their PE and made contact with their allocated UWE tutor to arrange a date for the midway tutorial (Please note that the onus is on the student to make these arrangements)
- Tuesday of week 3 of placement – student to e-mail learning contract to UWE tutor.
- UWE tutor to review learning contract and feedback to student prior to midway tutorial. It is reviewed for consistency with placement competencies, achievability and fairness. Any comments or suggestions to modify it will be communicated to both the student and the practice educator. The midway tutor will aim to respond within 5 working days.
- Week 4, 5 or 6 of placement – midway tutorial to take place over telephone, or otherwise, as outlined above. UWE tutors and students have been provided

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Section 4: Support

with updated agendas for the discussion in the midway tutorial that they should follow.

The 'Criteria for Evaluation' in the learning contract provide the student and the practice educator (PE) with the benchmarks for success or failure of the student to achieve the placement competencies. Therefore, it is vital that there is agreement between the student, the PE and the member of UWE staff in the midway tutorial that the learning contract is consistent with the placement competencies for the module, that it is fair and achievable.

The UWE tutor must have the opportunity to speak with both the student and the PE separately. Ideally, the student and the PE should be able to speak to the UWE tutor separately, in confidence. Arrangements for this to happen should be made prior to the phone call or other electronic communication. If this is difficult to arrange the student and/or PE should advise the tutor of the circumstances in which the midway tutorial will take place. The tutor may be able to make recommendations as to how satisfactory confidentiality can be achieved for the midway tutorial.

Follow-up telephone calls can be arranged if there are matters outstanding.

Exceptions to midway tutorial by telephone or other electronic media.

Whilst midway tutorials by telephone are considered the 'norm' for students, there are exceptions, which can justify a visit to the placement location in person by the UWE tutor. Examples of these might be as follows:

- Where a student is deemed by the PE to be having difficulty in settling in to the placement, or is not addressing some or all of the goals on their learning contract. In this instance, the PE can contact the tutor directly to request a visit.
- Where a student feels that they are having difficulty with aspects of the placement, or in meeting the goals of their learning contract and require support from a UWE tutor. However, the student must always discuss this with their PE first and agree that a visit by a UWE tutor is necessary
- Where the PE may be taking a UWE student on placement for the first time and would like the additional support of a visit in person

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Section 4: Support

- Where a UWE tutor may have cause for concern, perhaps due to academic performance or previous placement performance.
- Where a student is deemed to be 'failing' by the PE. In this instance, the placement must follow the 'Failure Protocol' set out in the student's Practice Placement Portfolio and the information for practice educators available on the practice support net: (Follow 'Guidance by Programme')
<http://www1.uwe.ac.uk/students/practicesupportnet.aspx>
- If a student fails any placement, one additional opportunity will be offered as long as the placement was not failed due to any evidenced risk of harm to clients. If the student fails a first placement opportunity due to concerns regarding professional suitability, they will be referred through the Professional Suitability Procedure for investigation of those concerns. If a student fails the first attempt of two consecutive placement modules they will not be offered another opportunity and will be required to withdraw unless there are mitigating personal circumstances accepted by UWE (RCOT, 2019)
- The table on the following page highlights the sequence of actions required by the student during placement.

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Section 4: Support

Week number	Student location	Action required by student/UWE
Pre-placement preparation week	UWE	Students allocated tutors for duration of placement. Students to have contacted placements /visited, by this time.
Week 1	Placement	
Week 2		Student to contact UWE tutor to arrange tutorial by end of week
Week 3		Students to submit learning contract by Tuesday of week 3. UWE tutor reviews learning contract and responds to the student within 5 working days if learning contract received on time.
Week 4		Midway tutorial takes place in either week 4 or 5 for PPOT1, week 5 or 6 for PPOT2 and PPOT3
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		Final week for PPOT1
Week 10		Final week for PPOT2
Week 11		Final week for PPOT3
Placement de-brief week	UWE	Students submit placement documentation, including signed off learning contract, placement hours and final report by submission date.

Table 1: Weekly chronology of student/UWE tutor interaction during placement

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Section 4: Support

Additional Support

If you experience problems whilst on placement that are affecting your work, do speak to your Practice Educator and/ or midway tutor in the first instance. UWE Student Services also continue to be available to whilst on placement:

Student Support Advice Services:

Email: infopoint@uwe.ac.uk

Telephone: +44 (0)117 32 85678

Student Wellbeing:

Email: wellbeing@uwe.ac.uk

Telephone: +44 (0)117 32 86268

Harassment and Bullying

We believe that all people, whether staff, students, service user or visitors, are entitled to an environment in which the dignity of the individual is respected.

If you have any concerns about this please do discuss with your practice educator, midway tutor and / or refer to:

<http://www1.uwe.ac.uk/about/corporateinformation/equalityanddiversity/hateincidentreporting.aspx>

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Section 4: Support

Placement Failure Protocol

The basis of a student's performance whilst on placement, and the ultimate measure of whether they have passed or failed, is the learning contract which they have negotiated with their Practice Educator(s) (PE) and agreed with the UWE tutor, as outlined in other sections of this Portfolio.

1. Where a PE has identified weaknesses in a student's performance which suggest they may fail to achieve any of the criteria for evaluation on the learning contract, the PE should contact the UWE placement tutor to request that they carry out a consultation either by telephone or by visit to the placement location. *This contact needs to be made as soon as the first concerns arise.* Equally a student who is concerned that their performance may not be meeting the required standard, putting them at risk of failing, can request input from the UWE placement tutor.
 - a. The UWE placement tutor will carry out the visit or telephone consultation and have one to one conversations with the student and the PE.
 - b. The aim is to agree an action plan (with set dates) for the student to support them working towards achieving the learning needs on their learning contract.
 - c. Any agreed actions will be circulated in writing between all parties
 - d. The UWE placement tutor will arrange an agreed number of further tutorial(s) with the student and the PE, either by phone/*Skype*, or at the placement location, to continue to support the student in working towards achieving their learning needs for that placement.
 - e. The PE needs to keep the student fully aware of how they are performing against the action plan, and original learning contract, during formal supervision and informal feedback. This should include signing off any passed learning needs on the learning contract.

2. During this time, the PE may identify that the student's performance is not improving to an acceptable level in the remaining timeframe, as measured by the agreed action plan, and the original learning contract.

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Section 4: Support

- a. The PE must contact the UWE placement tutor ***before*** the final week of the placement if their overall decision is that the student will fail the placement.
 - b. The PE should keep notes of their concerns, with examples, as supporting evidence for their final decision
 - c. The reasons for the expected failure of the student can then be fully discussed (alternative contacts at UWE should be provided in the event that the first UWE placement tutor is not available).
 - d. A 3-way tutorial (either by phone/*Skype*, or at the placement location) can then be arranged to formally discuss the failure with the student if necessary, especially where the PE has concerns regarding the student's full grasp of the situation.
3. Whilst the PE should keep the student fully aware of how they are performing, the PE ***should not*** formally, unilaterally advise the student that they have failed until the discussion and process described above has been implemented and the reasons for the failure clearly outlined to a UWE staff member.
4. Where the student has failed criteria for evaluation on the learning contract, and thus failed the placement, this should be communicated to them sensitively by the Practice Educator on an agreed day towards the end of the placement following consultation with the UWE placement tutor.
- a. The student must be offered support and time for reflection by the Practice Educator following this supervision, and advised to contact their UWE placement tutor as soon as possible if they are not present during this notification.
 - b. The student should be advised of UWE's protocols regarding the possibility of them having the opportunity to re-take that placement during this meeting with their UWE placement tutor, and also what they still need to do in respect of any other assignment attached to that placement module.
5. On return to university, the student will meet with the Programme Leader and either their personal tutor and/or UWE placement tutor.

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Section 4: Support

- a. This meeting will clearly outline the placement issues and what remedial action the student would need to undertake if a resit opportunity is to be supported by the programme team.
 - b. Notes will be taken during this meeting and a summary of the action points provided to the student, with a copy held on the student file until the start of the resit. NB: If a student fails the first opportunity on a module attempt, they will be granted a resit opportunity within that module run if there are no concerns as noted below.
6. If a student's performance on placement gave cause for concern regarding the safety of service users, carers or other people in the practice setting, the team may not support another attempt at placement for that student.
7. If a student was unprofessional in some aspect of their practice the Programme Leader may investigate this under the Professional Suitability Procedure.
<http://www2.uwe.ac.uk/services/Marketing/about-us/pdf/professional-suitability-and-conduct-procedure.pdf>
- a. Following this investigation, the student will be invited to a level 1 or 2 meeting under the procedure, or a level 3 panel will be convened (depending on the seriousness of the concern).
 - b. The outcome of the Professional Suitability Procedure will determine if/how the student can progress and their future on the programme. UWE will make any decision whilst remaining mindful of its duty of care and of its obligations to students under the Equality Act 2010, including in appropriate cases to make reasonable adjustments.
 - c. If the outcome of the Professional Suitability Procedure (PSP) is that the student has demonstrated themselves to be professionally unsuitable, they will have no access to a re-sit placement and they will need to consider alternatives to their current programme of study – dependent on the actual decision of the PSP Panel.
 - d. The student will be fully supported to understand what this means and consider their alternatives.

BSc (Hons) Occupational Therapy Practice Portfolio

Section 4: Support

Quality Assurance for Practice Placements

When a potential new placement area is first established there will be an audit undertaken to ascertain the nature of the service and whether it would make a safe and effective learning environment for undergraduate occupational therapy students. Thereafter, on a two yearly cycle, all placements are asked to complete a self-assessment audit tool which uses the HCPC Standards of Education & Training (2017) as a basis for questions. The self-assessment audit activity includes discussion with the occupational therapy placement team at UWE and identifying and implementing an action plan for further enhancement of placement provision. There is an external validation exercise on the collated self-assessment results which is presented and discussed with service partners at established regular meetings.

Students need to complete a placement evaluation at the end of their placement. The evaluation of placements is performed using the online placement allocation and evaluation database, ARC. There are also annual practice educator events / liaison meetings at which quality assurance discussions can take place face to face.

Academic staff at UWE also access practice evaluation data and this could be reviewed if specific issues are identified, for example if a student reports to the University that they are encountering difficulties on placement. This could generate action such as an ad hoc visit to the placement or communication with placement managers by senior level UWE staff – for example by an appropriate officer from PPO.

BSc (Hons) Occupational Therapy Practice Portfolio
Section 4: Support

BSc (Hons) Occupational Therapy Practice Portfolio
Section 5: Completion Documentation

Section 5: Completion Documentation

Professional Practice Hours

Summary Of Accumulated Hours

Hours Record Form

Placement Learning Contract

Practice Educator Front Sheet

BSc (Hons) Occupational Therapy Practice Portfolio
Section 5: Completion Documentation

BSc (Hons) Occupational Therapy Practice Portfolio

Section 5: Completion Documentation

Professional Practice Hours

The World Federation of Occupational Therapists (2016) states that 'each student will complete sufficient hours of fieldwork to ensure integration of theory to practice. A minimum of 1000 hours is expected' (p. 49).

Your practice hours are officially recorded on your hours' record forms. A separate form is completed for each Professional Practice Module. The hours must be agreed by your Practice Educator, who must sign the form. Please note that your half day of study hours ***are*** included in your placement total but Bank holidays are not.

On completion of the placement, you will need to upload to Blackboard the following documents:

- Final Signed Learning Contract
- Signed Hours Record
- Final Signed Report
- Personal Goals Form

These can be scanned or photographed, then uploaded. You must also keep a copy in your Portfolio and, as an ongoing reference; record the total hours on your 'Summary of Professional Practice Placements sheet' (see following page).

Reference: World Federation of Occupational Therapists (2016) *Minimum standards for the education of occupational therapists. Revised 2016*. Perth: WFOT

BSc (Hons) Occupational Therapy Practice Portfolio
Section 5: Completion Documentation

BSc (Hons) Occupational Therapy Practice Portfolio

Section 5: Completion Documentation

Summary Of Professional Practice Placements & Accumulated Hours

Complete these details as you progress through your Professional Practice Modules as a record of your practice experience.

PLACEMENT ADDRESS	TYPE OF EXPERIENCE – (describe service and service user group)	DATES	HOURS DONE
Module 1.			
Module 2.			
Module 3.			
TOTAL HOURS COMPLETE:			

BSc (Hons) Occupational Therapy Practice Portfolio

Section 5: Completion Documentation

Hours Record Form

Occupational Therapy Practice Module:

Name of Student:

Name of Practice Educator:

Placement Address:

Placement Number:				
Circle as appropriate	Practice Area	Physical	Mental Health	Learning Difficulties
	Age Range	Child or Adolescent	Working Age	Older Adult
	Location	Community	Hospital	Both
	Service Type	Social Service	NHS	3 rd Sector

Dates From/To ____/____	Hours Absent (If Any)	Hours Worked (Inc. Study)	Practice Educator Initials
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			
Week 11			
Total Hours Of Practice Undertaken			
Signature Of Practice Educator			

NB: Use week numbers as necessary i.e. if your placement is 9 weeks do not use weeks 10 & 11.

X1 copy for student portfolio X1 copy for submission

BSc (Hons) Occupational Therapy Practice Portfolio
Section 5: Completion Documentation

BSc (Hons) Occupational Therapy Practice Portfolio

Section 5: Completion Documentation

Placement learning Contract

Title page

Student name:	
Practice placement name:	
Placement address:	
Practice Educator name:	
Practice Educator telephone & e-mail:	
Type of service:	

BSc (Hons) Occupational Therapy Practice Portfolio

Section 5: Completion Documentation

Negotiated between you and your Practice Educator (PE)

STUDENT:.....PE:.....PLACEMENT No....

Learning Needs What do I need to learn?	Related P.C.'s by no.	Learning Resources and Strategies How can I best learn and integrate this? What resources are available to me?	Criteria for evaluation. How will we know I have learned what I need to learn? How will the Practice Educator evaluate my abilities?	Supporting Evidence (location and type)
Pass/Fail		PE Signature		
Pass/Fail		PE Signature		
Pass/Fail		PE Signature		

BSc (Hons) Occupational Therapy Practice Portfolio

Section 5: Completion Documentation

Learning Needs What do I need to learn?	Related P.C.'s by no.	Learning Resources and Strategies How can I best learn and integrate this? What resources are available to me?	Criteria for evaluation. How will we know I have learned what I need to learn? How will the Practice Educator evaluate my abilities?	Supporting Evidence (location and type)
Pass/Fail		PE Signature		
Pass/Fail		PE Signature		

BSc (Hons) Occupational Therapy Practice Portfolio
Section 5: Completion Documentation

BSc (Hons) Occupational Therapy Practice Portfolio

Section 5: Completion Documentation

Practice Educator Report Frontsheet

Student Name:		
Date Submitted:	Placement Location:	PPOT1/PPOT2/PPOT3 (Please circle)
<p>Practice Educators Comments: Please comment on achievement of placement competencies, overall attitude and proficiency of student within the text box below. Reports can be word processed using this template, or handwritten on a printout of this document. The front sheet and any continuation sheets must be signed and dated by hand The student is responsible for submitting the signed learning contract and final report on return to UWE</p>		
Please confirm that service users have been consulted in the assessment of the student		YES / NO
Have all learning outcomes been achieved?	PASS	FAIL
If you would like to nominate the student for a certificate of excellence please complete the form available in the documents folder of the Occupational Therapy Pages on the Practice Support Net: https://www1.uwe.ac.uk/students/practicesupportnet and email this to: Vanessa2.parmenter@uwe.ac.uk		
Name of Practice Educator:		
Signature of Practice Educator:		
PLEASE NOTE: Students are reminded that the outcome shown on this sheet when returned to you with feedback is PROVISIONAL ONLY, until ratified by the Examining Board		

BSc (Hons) Occupational Therapy Practice Portfolio

Section 5: Completion Documentation

Continuation sheet no:	
Student Name and number:	
Placement Number and Location:	
Practice Educator Comments Continued	
Practice Educator Signature:	DATE:

BSc (Hons) Occupational Therapy Practice Portfolio

Section 6: FPPOT1

**Section 6: Foundations Of Professional Practice For
Occupational Therapy 1 (FPPOT1)**

Module Completion Check List

Guidelines For Writing Learning Contract

Sample Of Learning Contract

Agenda For Placement Tutorial

To Be Filed By The Student:

Copy Of Signed Completed Learning Contract

Copy Of Signed Hours Form

Copy Of Pe Report

Significant Learning Experience

Completed Weekly Reflective Logs

BSc (Hons) Occupational Therapy Practice Portfolio

Section 6: FPPOT1

BSc (Hons) Occupational Therapy Practice Portfolio

Section 6: FPPOT1

FPPOT1 Module Completion Check List

Action	√When Done
Moving and handling and basic life support training completed within 12 months before placement. Certificates ready.	
Skills for Health on line training competed and passed. Certificates available on request	
DBS Certificate available on request	
Preplacement meeting / discussion. Confirm placement details, policies and procedures specific to placement	
Contact UWE tutor to arrange halfway tutorial	
Weekly reflective logs (to include reflections on interprofessional practice)	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Significant learning experience log	
Personal goals record completed	
Learning contract completed and signed by practice educator	
Professional practice Final Report completed and signed by practice educator	
Copy of PE Front Sheet kept by practice educator	
Hours sheet completed and signed by practice educator	
1 copy of learning contract, PE Final Report, and hours sheet and personal goals sheet uploaded to Blackboard by submission date	
Copies of relevant documents filed in relevant sections of the professional practice portfolio for personal records.	

BSc (Hons) Occupational Therapy Practice Portfolio

Section 6: FPPOT1

BSc (Hons) Occupational Therapy Practice Portfolio

Section 6: FPPOT1

Guidelines for Writing Your FPPOT1 Learning Contract

Placement Competencies

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

1. Present a professional approach in relation to behaviours such as but not limited to: time management, preparation, organisation, personal presentation, communication, reliability, team working and attitude.
2. Demonstrate safe and effective professional practice demonstrating awareness of the ethical and legal issues when working in a health or social care setting.
3. Understand the roles of the interprofessional (multidisciplinary) team.
4. Take account of the physical and psychological impact of ill health.
5. Demonstrate basic skills in using a client-centred approach.
6. Demonstrate safe and effective use of occupational therapy skills.
7. Analyse an occupation used in professional practice setting.
8. Complete a basic and appropriate assessment of a service user's occupational needs.
9. Demonstrate basic professional reasoning and problem solving skills.
10. Demonstrate appropriate verbal and written communication skills with all colleagues, service users their carers, and other services.

An example learning contract is attached for guidance purposes. It is important to emphasise that this is a general example without detail specific to any particular placement. It uses the learning outcomes to strongly influence learning needs. However, students and practice educators may, in the context of the placement, find more appropriate ways to express particular learning needs that they have identified, while still incorporating all of the placement competencies above.

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Section 6: FPPOT1

All aspects of the learning contract should be developed through negotiation between the student and their PE. This will be particularly important for the criteria for evaluation and the learning resources and strategies.

It should also be emphasised that the learning contract is a flexible document and can be adapted to incorporate more specific learning needs should this become necessary during the placement e.g. if issues arise in terms of safe and effective working (placement competency 2) the criteria for evaluation might be expanded/defined – see example below:

- *Demonstrated safe and effective professional practice to an appropriate standard*
- *maintained confidentiality at all times*
- *appropriately followed protocols and procedures*
- *demonstrated appropriate communication with staff and clients*
- *maintained appropriate documentation*

Significant changes should not be made after the university has moderated the learning contract without reference to a lecturer from the university.

Writing The Learning Contract

Below are listed some points which should help ease the process of writing a learning contract, which is easy to follow and an appropriate assessment tool:

When writing the 'Learning Needs' think – 'what do I need to learn in order to meet the learning outcomes?' Thus, an example might be '*I need to learn **to understand the roles of the multidisciplinary team***'. The words in **bold** could then become a learning need.

-

BSc (Hons) Occupational Therapy Practice Portfolio

Section 6: FPPOT1

- When considering the criteria for evaluation think ‘what will I have done or what will I now be able to do in order to demonstrate the learning has or hasn’t occurred?’ There are many ways to demonstrate that the learning has occurred these may include doing something practical such as an assessment, providing written evidence of knowledge or demonstrating a level of knowledge through formal discussion.
- The criteria for evaluation must be specific to the placement setting. You can have more than one criterion for evaluation for each learning need.
- Ensure the Criteria for Evaluation has a quality and a quantity element. Thus use a phrase such as *‘to a competent standard as deemed by the PE’* to imply that the criteria have been evaluated to the satisfaction of the practice educator. Also identify the minimum number of assessments, clients, issues, examples, etc. that should be evidenced or give specific detail e.g. *‘Described competently in formal supervision with my PE the role of the social worker, the physiotherapist, the consultant and the nurse’* or *‘Described competently in formal supervision with my PE the role of 3+ members of the interdisciplinary team’*. This might be the only or one of a number of criteria for evaluation of a particular learning need. It would also be helpful to you to include an approximate target date for achievement of each learning need if possible and appropriate e.g. *‘...by the end of week 6 approximately (or 7, or 8, or 9)’*. This will enable you to stagger your work, rather than leaving everything to be achieved in the last week of the placement. Please be aware that contracts may not be finally signed off until the final week of the placement to ensure that standards are maintained.
- There should always be a direct link between evaluation criteria and learning needs and thus the placement competencies.
- Items such as *‘Supervision records’*, *‘client notes’*, *‘student notes’*, *‘reflective log’*, *‘mini case studies’* and *‘formal case study report’* can provide supporting evidence. See notes on confidentiality in section 1 of this portfolio.

BSc (Hons) Occupational Therapy Practice Portfolio

Section 6: FPPOT1

BSc (Hons) Occupational Therapy Practice Portfolio

Section 6: FPPOT1

FPPOT1 Sample Learning Contract

Example only do not use as your learning contract

Title page

Student name:	
Occupational Therapy Practice Number	
Placement address:	
Practice Educator name:	
Practice Educator telephone & e-mail:	
Type of service:	

BSc (Hons) Occupational Therapy Practice Portfolio

Section 6: FPPOT1

Negotiated between you and your Practice Educator (PE) STUDENT: NAME' PE PLACEMENT No.1...

Learning Needs What do I need to learn?	Related P.C.s by no.	Learning Resources and Strategies: How can I best learn and integrate this? What resources are available to me?	Criteria for evaluation: How will we know when I have learned what I need to learn? How will the Practice Educator evaluate my abilities?	Supporting Evidence (location and type)
To be able to complete an assessment of a service user's occupational needs	1, 2, 4, 5, 6, 8, 10		Completed, using an appropriate client centred approach 2+ of the following: An initial assessment / A COPM A kitchen assessment to a competent standard as deemed by PE by end of wk 6 approx.	Supervision records Examples of completed paperwork
Pass/Fail		PE Signature		
To use basic occupational therapy skills including clinical reasoning	1, 2, 5, 6, 9, 10		Assisted in planning and running 2+Occupational Therapy interventions* showing competent occupational therapy skills* as deemed by PE by end of week 7 Demonstrated through formal discussion in supervision an appropriate level of clinical reasoning regarding 2+ service users and their treatments.	Supervision records Student notes for supervision
Pass/Fail		PE Signature		
To be able to analyse an occupation	4, 5, 6, 7		Written notes providing a competent analysis of tea making* Competently justified this as an occupation or part of an occupation in relation to a specified service user in formal discussion as deemed by PE, by week 8 approx.	Supervision records Student notes for prep for supervision Activity analysis
Pass/Fail		PE Signature		

BSc (Hons) Occupational Therapy Practice Portfolio

Section 6: FPPOT1

Learning Needs What do I need to learn?	Related P.C.s by no.	Learning Resources and Strategies: How can I best learn and integrate this? What resources are available to me?	Criteria for evaluation: How will we know when I have learned what I need to learn? How will the Practice Educator evaluate my abilities?	Supporting Evidence (location and type)
To be able to take account of the physical and psychological impact of ill health (impairment and disability) on service users	4,8		Formally discussed physical and psychological impacts of ill health (impairment and disability) on the occupational performance of 1+client to a competent standard as deemed by PE, by week 9 approx.	Supervision notes Student notes
Pass/Fail		PE Signature		
To understand the roles of the interprofessional team	1, 3, 10		Described competently in formal discussion, as deemed by PE, the role of 3+ members of the Interprofessional team, by(approx.. date)	Supervision notes Student notes
Pass/Fail		PE Signature		
To be able to work in a safe and professional manner working within policies and procedures and show an awareness of ethical and legal issues	1, 2, 6, 9, 10		Throughout placement worked in an appropriate manner as deemed by PE. Appropriately identified 3+ ethical or legal issues that have influenced the occupational therapy provided for 2+ clients in formal discussion, by...(approx.. date).	Student notes Supervision notes
Pass/Fail		PE Signature		

These are examples only, and should not be used in your learning contract as they may not be relevant to your placement setting

BSc (Hons) Occupational Therapy Practice Portfolio

Section 6: FPPOT1

FPPOT 1 Tutorial Agenda	Date
Student:	Tutor:
Practice Educator(S):	
Placement Type And Address:	

Discussion With Student

How is the student settling in?	
Do they receive a study half day and supervision at a regular time? Are they satisfied with these?	
Opportunities for further learning within this setting?	
Opportunities to observe, participate in, reflect, and discuss assessment within the occupational therapy process in that setting?	
Opportunity to follow-up areas identified in assessment?	
Can see theoretical links to practice from academic modules studied at level 4?	
Opportunities to identify and discuss theory in use in this setting and how these structure practice?	
Role change (where appropriate) – identify student role, and progression toward becoming qualified practitioner.	
Able to identify gaps in knowledge from placement setting and use of resources	

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Section 6: FPPOT1

<p>Opportunities to observe and consider intragency and interagency working on placement, as deemed relevant to learning needs?</p>	
<p>Learning contract – using to identify own needs, relevant to placement, self-assessment, range of needs, resources and action?</p>	
<p>Progress on: Significant learning experience Personal Goals Weekly learning logs Interprofessional logs</p>	
<p>Hours form being kept up to date?</p>	
<p>Other Issues raised?</p>	

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Section 6: FPPOT1

Foundations Of Professional Practice For Occupational Therapy 1 Tutorial Agenda	Date	
Student:	Tutor:	
Practice Educator(S):		

Discussion With Practice Educator

Follow up any student issues raised/PE concerns	
Learning contract - is PE satisfied with learning outcomes? Is the student on course to achieve all learning outcomes?	
Is student demonstrating knowledge and understanding appropriate to level 4?	
Does the student demonstrate ability to self-appraise & identify further development needs?	
Is the student making appropriate links between academic modules and practice?	
Is the student having sufficient opportunities to be a student practitioner on this placement, and are they taking those opportunities?	
Other issues raised:	

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Section 6: FPPOT1

Matters to be carried forward by UWE tutor:

1.	
2.	
3.	

General Comments Including Action Required/Taken:

BSc (Hons) Occupational Therapy Practice Portfolio
Section 7: PPOT2

**Section 7: Professional Practice For Occupational Therapy 2
(PPOT2)**

Module Completion Check List

Guidelines For Writing Learning Contract

Sample Of Learning Contract

Agenda For Placement Tutorial

To Be Filed By The Student:

Copy Of Signed Completed Learning Contract

Copy Of Signed Hours Form

Copy Of Pe Report

Personal Goals Carried Over From Ppot1

Significant Learning Experience

Completed Weekly Reflective Logs

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Section 7: PPOT2

PPOT2 Module Completion Check List

Action	√When Done
Moving and handling and basic life support training completed within 12 months before placement. Certificates ready.	
DBS and Skills for Health Certificates available on request	
Preplacement meeting / discussion. Confirm placement details, policies and procedures specific to placement	
Contact UWE tutor to arrange halfway tutorial	
Weekly reflective logs (to include reflections on interprofessional practice)	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Significant learning experience log	
Personal goals record completed	
Learning contract completed and signed by practice educator	
Professional practice front sheet completed and signed by practice educator	
Copy of PE Front Sheet kept by practice educator	
Hours sheet completed and signed by practice educator	
1 copy of learning contract, PE Final Report, hours sheet and personal goals sheet, uploaded to Blackboard by submission date	
Copies of relevant documents filed in relevant sections of the professional practice portfolio for personal records.	

BSc (Hons) Occupational Therapy Practice Portfolio

Section 7: PPOT2

Guidelines for Writing Your PPOT2 Learning Contract

Placement Competencies

By the end of the placement, the student will be able to: -

1. Demonstrate safe and effective professional practice, including all forms of professional behaviours when working in a health, social care or role-emerging setting.
2. Reflect upon social, organisational and managerial contexts and their impact upon professional practice.
3. Discuss the impact of health and social conditions for service users in the given setting.
4. Demonstrate a client-centred approach throughout the OT process.
5. Evaluate different approaches and interventions used in occupational therapy utilising appropriate evidence.
6. Identify assessment tools used and discuss their effectiveness in assessing occupational performance.
7. Conduct assessments of service-users and document these in line with the placements system.
8. Demonstrate the ability to utilise data from assessment to construct an intervention plan for a service user.
9. Utilise appropriate verbal and written communication skills with all colleagues, service users and their carers and other services.
10. Reflect upon own professional practice and identify areas for further development.

An example learning contract follows for guidance purposes. It is important to emphasise that this is a general example without detail specific to any particular placement. It uses the learning outcomes to strongly influence learning needs. However, students and clinicians may, in the context of the placement, find more appropriate ways to express particular learning needs that they have identified while still incorporating all of the learning outcomes above.

All aspects of the learning contract should be developed through negotiation between the student and the PE. This will be particularly important for the criteria for evaluation and the

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Section 7: PPOT2

learning resources and strategies. It should also be emphasised that the learning contract is a flexible document and can be adapted to incorporate more specific learning needs should this become necessary during the placement. For example, if issues arise in terms of safe and effective working (placement competency 1) the criteria for evaluation might be expanded/defined – see example below:

- *Demonstrated safe and effective professional practice to an appropriate standard*
- *maintained confidentiality at all times*
- *appropriately followed protocols and procedures*
- *demonstrated appropriate communication with staff and clients*
- *maintained appropriate documentation*

Significant changes should not be made after the university has moderated the learning contract without reference to a lecturer from the university.

Writing The Learning Contract

Below are listed some points which should help ease the process of writing a learning contract which is easy to follow and an appropriate assessment tool:

- When writing the learning need think – ‘what do I need to learn in order to meet the learning outcomes?’ Thus, an example might be ‘*I need to learn to be able to work as a multidisciplinary team member*’.
- When considering the criteria for evaluation think ‘what will I have done or what will I now be able to do in order to demonstrate the learning has occurred?’ There are many ways to demonstrate that the learning has occurred these may include doing something practical such as an assessment, providing written evidence of knowledge or demonstrating a level of knowledge through formal discussion.
- The criteria for evaluation must be specific to the placement setting. You can have more than one criterion for evaluation for each learning need.

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Section 7: PPOT2

- Ensure the Criteria for Evaluation has a quality and if possible a quantity element. Thus use a phrase such as *'to a competent standard as deemed by the practice educator'* to imply that the criteria have been evaluated to the satisfaction of the practice educator. Where possible identify the minimum number of assessments, clients, issues, etc. that should be evidenced or give specific detail e.g. 'Have contributed to 2 ward rounds about 2+ more clients to a competent standard as *deemed by the practice educator*'. This might be the only or one of a number of criteria for evaluation of a particular learning need. It may be helpful to you to include a target date for achievement of each learning need if possible and appropriate e.g. *'...by approximately the end of week 6 (or 7, or 8, or 9)'*, in order for you to be able to stagger your work, rather than leaving everything to be achieved in the last week of the placement.
- There should always be a direct link between evaluation criteria and learning needs and thus the learning outcomes.
- Items such as *'Supervision records', 'client notes', 'student notes', 'reflective log', 'mini case studies'* and *'formal case study report'* can provide supporting evidence.
- NB. You must remember to incorporate either within one of the above learning needs or as a separate one, any relevant personal goals identified on your last placement.

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Section 7: PPOT2

PPOT2 Sample Learning Contract

Example only do not use as your learning contract

Title page

Student name:	
Occupational Therapy Practice Number	
Placement address:	
Practice Educator name:	
Practice Educator telephone & e-mail:	
Type of service:	

Negotiated between you and your Practice Educator.

STUDENT NAME ...General Example Professional Practice for Occupational Therapy 2

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Section 7: PPOT2

Learning Needs What do I need to learn?	Related P.Cs by no.	Learning Resources and Strategies How can I best learn and integrate this? What resources are available to me?	Criteria for evaluation. How will we know when I have learned what I need to learn? How will the Practice Educator evaluate my abilities?	Supporting Evidence (location and type)
<i>To be able to discuss the impact of ill health (impairment and disability) for service users in this setting</i>	<i>3,7, 8</i>	<i>Discussion with service users</i> <i>Books and articles about conditions specific to my placement</i> <i>Discussion with my supervisor</i>	<i>Identified in formal discussion the impact of 3 conditions on the occupational performance of 3 named service users to a competent standard.</i> <i>Prepared notes and discussed (formally) 5 main agreed conditions and their general impact on service users to a competent standard.</i>	<i>Supervision record</i> <i>Mini case studies</i> <i>Student notes on conditions</i>
Pass/Fail		Practice Educator Signature		
<i>To identify and discuss the effectiveness of assessment tools used for assessing occupational performance deficits.</i>	<i>5, 6, 7</i>		<i>Prepared notes and discussed (formally) the effectiveness of</i> <i>Home assessment checklist*</i> <i>Initial assessment*</i> <i>AMPS*</i> <i>MEAMS*</i> <i>Plus any 3 other assessments seen to a competent standard.</i>	<i>Supervision record</i> <i>Student notes on assessments</i>
Pass/Fail		Practice Educator Signature		

BSc (Hons) Occupational Therapy Practice Portfolio

Section 7: PPOT2

Learning Needs What do I need to learn?	Related P.Cs by no.	Learning Resources and Strategies How can I best learn and integrate this? What resources are available to me?	Criteria for evaluation. How will we know when I have learned what I need to learn? How will the Practice Educator evaluate my abilities?	Supporting Evidence (location and type)
To select, carry out & document key assessments used in this setting	1, 3, 4, 6, 7, 9		Selected and carried out 3 key assessments to a competent standard Interests checklist* COPM initial assessment* Kitchen assessment* Documented above to a competent standard	Client notes Supervision record
Pass/Fail Practice Educator Signature				
To formulate an intervention plan from assessment data	1, 3, 4, 5,7,8, 9		Planned intervention for one service user to a competent standard. Justified clinical reasoning behind planned intervention with one service user in formal discussion to a competent standard	Client notes Supervision record
Pass/Fail Practice Educator Signature				
To evaluate approaches and media used in Occupational Therapy interventions	1,3, 5, 8		Prepared notes on and formally discussed dressing practice*; Splint making* ; One intervention resulting from a home assessment* - competently evaluating the media and or approaches used in each of above	<i>Supervision record</i> <i>Student notes</i>
Pass/Fail Practice Educator Signature				

BSc (Hons) Occupational Therapy Practice Portfolio

Section 7: PPOT2

Learning Needs What do I need to learn?	Related P.Cs by no.	Learning Resources and Strategies How can I best learn and integrate this? What resources are available to me?	Criteria for evaluation. How will we know when I have learned what I need to learn? How will the Practice Educator evaluate my abilities?	Supporting Evidence (location and type)
To be able to reflect upon social context factors and the social model of disability and their impact on practice	1,2, 3, 4, 8,10		Discussed (formally) the social context factors in relation to 2+service users and their intervention to a competent standard Reflected using a Gibbs reflective cycle proforma on the potential relevance of the social model of disability to this Occupational Therapy service to a competent standard.	<i>Supervision record</i> <i>Student notes</i> <i>reflections</i>
Pass/Fail		Practice Educator Signature		
To develop ability to reflect on own practice and identify areas for further development	10		Identified and described appropriately 2 areas for further personal development using personal goal sheets	<i>Supervision record</i> <i>Reflective logs</i> <i>Supervision notes</i>
Pass/Fail		Practice Educator Signature		
To develop an ability to work as a team member	1, 9		Contributed the Occupational Therapy input to a ward round regarding 3 patients to a competent standard Documented treatment plans for OTAs to implement to a competent standard	Supervision record Service user notes
Pass/Fail		Practice Educator Signature		

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Section 7: PPOT2

Learning Needs What do I need to learn?	Related P.Cs by no.	Learning Resources and Strategies How can I best learn and integrate this? What resources are available to me?	Criteria for evaluation. How will we know when I have learned what I need to learn? How will the Practice Educator evaluate my abilities?	Supporting Evidence (location and type)
To develop safe and effective professional practice	1, 4, 7, 8, 9, 10		Demonstrated safe and effective professional practice to an appropriate standard throughout the placement Demonstrated ability to adapt approach following constructive feedback to an appropriate standard	Supervision record
Pass/Fail		Practice Educator Signature		

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Section 7: PPOT2

PPOT2 Tutorial Agenda	Date
Student:	Tutor:
Practice Educator(S):	

Discussion With Student

How is the student settling in?	
Do they receive a study half day and supervision at a regular time? Are they satisfied with these?	
Opportunities for further learning within this setting?	
Opportunities to observe, participate in, reflect, and discuss the assessment to planning intervention stages within the occupational therapy process in the setting?	
Opportunity to explore option appraisals, goal setting, activity analysis and other skills in planning intervention	
Can see theoretical links to practice from academic modules studied at levels 4 and 5?	
Opportunities to identify and discuss theory in use in this setting and how these structure practice?	
Role change (where appropriate) – identify student role, and progression toward becoming qualified practitioner.	

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Section 7: PPOT2

Does the student understand the occupational therapist's role within this setting?	
Able to identify gaps in knowledge from placement setting and use of resources?	
Learning contract – using to identify own needs, relevant to placement, self assessment, range of needs, resources and action? Able to use learning contract as a tool to facilitate learning of skills and knowledge from this setting?	
Progress on: Significant learning experience Personal Goals Weekly learning logs Interprofessional logs	
Hours form being kept up to date?	

Other issues raised:

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Section 7: PPOT2

PPOT2 – Agenda for Tutorial -	Date
Student:	Tutor:
Practice Educator(S):	

Discussion With Practice Educator

Follow up any student issues raised/PE concerns	
Learning contract - is PE satisfied with learning outcomes? Is the student on course to achieve all learning outcomes?	
Is student demonstrating knowledge and understanding appropriate to level 5?	
Does the student demonstrate ability to self-appraise & identify further development needs?	
Is the student making appropriate links between academic modules and practice?	
Is the student having sufficient opportunities to be a student practitioner on this placement, and are they taking those opportunities?	

Other issues raised:

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Section 7: PPOT2

Matters to be carried forward by UWE tutor:

1.	
2.	
3.	

General Comments Including Action Required/Taken

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Section 8: PPOT3

**Section 8: Professional Practice For Occupational Therapy 3
(PPOT3)**

Module Completion Check List

Module Specification

Guidelines For Writing Learning Contract

Sample Of Learning Contract

Agenda For Placement Tutorial

To Be Filed By The Student:

Copy Of Signed Completed Learning Contract

Copy Of Signed Hours Form

Copy Of Pe Report

Personal Goals Carried Over From Pp0t2

Significant Learning Experience

Completed Weekly Reflective Logs

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Section 8: PPOT3

PPOT3 Completion Check List

Action	√When Done
Moving and handling and basic life support training completed within 12 months before placement. Certificates ready.	
DBS and Skills For Health Certificate Available on request	
Preplacement meeting / discussion. Confirm placement details, policies and procedures specific to placement	
Contact UWE tutor to arrange halfway visit	
Weekly reflective logs (to include reflections on interprofessional practice	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Significant learning experience log	
Personal goals record completed	
Learning contract completed and signed by practice educator	
Practice Placement front sheet of PE Report completed and signed by practice educator	
Copy of front sheet taken by practice educator	
Hours sheet completed and signed by practice educator	
1 copy of learning contract, PE Final Report, hours sheet and personal goals form uploaded to Blackboard by submission date	
Assignment completed and e-submitted by submission date	
Copies of relevant documents filed in relevant sections of the professional practice portfolio for personal records.	

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Section 8: PPOT3

Guidelines for Writing Your PPOT3 Learning Contract

Placement Competencies

By the end of the module, the student will be able to: -

1. Demonstrate safe and effective professional practice, including all forms of appropriate communication and organisational skills, when working in a health or social care or role-emerging setting.
2. Demonstrate competence in working with the organisational policies, procedures and administrative frameworks in practice.
3. Demonstrate ability to function effectively as a team member in an interprofessional team.
4. Appraise the interagency links both within and external to the practice setting.
5. Critically evaluate service delivery and the role of management / legislation / technology /organisational change and leadership, in the practice setting.
6. Identify the core skills used by occupational therapists, and critically analyse how they contribute to the promotion of occupational therapy services in this setting.
7. Manage own caseload within the parameters of available resources, demonstrating a client centred approach, independent judgement and fluency of skill in all aspects.
8. Engage appropriately with the evidence base to support practice.
9. Appraise evidence of intervention outcomes in this setting.
10. Accept and respond to constructive feedback on own performance.
11. Critically evaluate own practice to identify aspects requiring modification and to identify personal development needs.

An example learning contract follows for guidance purposes. It is important to emphasise that this is a general example without detail specific to any particular placement. It uses the placement competencies to strongly influence learning needs. However, students and practice educators may, in the context of the placement, find more appropriate ways to

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Section 8: PPOT3

express particular learning needs that they have identified while still incorporating all of the learning outcomes above.

It should also be emphasised that the learning contract is a flexible document and should be adapted to incorporate more specific learning needs should this become necessary by the midway point of the placement. For example, if issues arise in terms of safe and effective working (placement competency 1) this might be expanded to specify particular criteria – see example below:

- *Demonstrated safe and effective professional practice to a competent standard*
- *maintained confidentiality at all times*
- *appropriately followed protocols and procedures*
- *maintained appropriate documentation*

* You may want to consider the components of placement competency 7 such as occupational therapy process skills, case management/prioritisation skills, client centred practice etc. separately. This may be done either within the learning needs or within the criteria for evaluation. See sample learning contract.

Significant changes should not be made after the university has moderated the learning contract without reference to a lecturer from the university.

Writing The Learning Contract

Below are listed some points which should help ease the process of writing a learning contract which is easy to follow and an appropriate assessment tool:

When writing the Learning Need think – ‘what do I need to learn in order to meet the learning outcomes?’ Thus, an example might be ‘*I need to learn **to be able to appraise the interagency links***’. The words in **bold** could then become a learning need.

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When considering the criteria for evaluation think 'what will I have done or what will I now be able to do in order to demonstrate the learning has occurred?' There are many ways to demonstrate that the learning has occurred these may include doing something practical such as an assessment, providing written evidence of knowledge or demonstrating a level of knowledge through formal discussion.

The criteria for evaluation must be specific to the placement setting. You can have more than one criterion for evaluation for each learning need.

Ensure the Criteria for Evaluation has a quality and if possible a quantity element. Thus, use a phrase such as '*to a competent standard*' to imply that the criteria have been evaluated to the satisfaction of the practice educator. Where possible identify the minimum number of assessments, clients, issues, etc. that should be evidenced or give specific detail e.g. 'Have competently appraised 3 aspects of the interagency team'. This might be the only or one of a number of criteria for evaluation of a particular learning need. It may be helpful to you to include a target date for achievement of each learning need if possible and appropriate e.g. '*...by approximately the end of week 6 (or 7, or 8, or 9)*', in order for you to be able to stagger your work, rather than leaving everything to be achieved in the last week of the placement.

There should always be a direct link between evaluation criteria and learning needs and thus the placement competencies.

Items such as '***Supervision records***', '***client notes***', '***student notes***', '***reflective log***', '***mini case studies***' and '***formal case study report***' can provide supporting evidence. Remembering to protect confidentiality.

NB. You must remember to incorporate either within one of the above learning needs or as a separate one, any relevant personal goals identified on your last placement.

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PPOT3 Sample Learning Contract

Example only do not use as your learning contract

Title page

Student name:	
Practice placement:	
Placement address:	
Practice Educator name:	
Practice Educator telephone & e-mail:	
Type of service:	

Negotiated between you and your Practice Educator.

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Learning Needs What do I need to learn?	Related P.C.'s by no.	Learning Resources and Strategies How can I best learn and integrate this? What resources are available to me?	Criteria for evaluation. How will we know when I have learned what I need to learn? How will the Practice Educator evaluate my abilities?	Supporting Evidence (location and type)
To identify and evaluate generic and specialist core skills used by occupational therapists	6		Identified in formal discussion 5+ generic and specialist core skills (used by occupational therapists) to a competent standard Evaluated the use of these skills in relation to 3+ clients to a competent standard in formal discussion	Supervision record Mini case studies 1 formal case study report
Pass/Fail Practice Educator Signature				
To function as a team member	1, 3, 7,		Attended and represented occupational therapy at 3 team meetings, competently communicating about own caseload and other service users as requested by occupational therapy colleagues. Provided competent feedback to occupational therapy colleagues from 2+ handovers Worked competently with 2+ other members of the interprofessional team regarding at least 2 service users.	Supervision records Mini case studies
Pass/Fail Practice Educator Signature				

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Learning Needs What do I need to learn?	Related P.C.'s by no.	Learning Resources and Strategies How can I best learn and integrate this? What resources are available to me?	Criteria for evaluation. How will we know when I have learned what I need to learn? How will the Practice Educator evaluate my abilities?	Supporting Evidence (location and type)
To be able to apply evidence to practice	5, 6, 8, 9		Presented a mini case study competently justifying with support from literature the intervention. In formal discussion identified and evaluated 3 aspects of service delivery* competently. <i>*specifics would be appropriate here</i>	Supervision notes Mini case study Student notes
Pass/Fail Practice Educator Signature				
EITHER: To manage a small caseload as agreed with PE	1, 2, 3, 7, 11		Managed a caseload of 3+ clients to a competent standard including the following areas <ul style="list-style-type: none"> • Assessment • Planning and preparation • Intervention • Evaluation • Communication • Prioritisation Demonstrated effective client centred practice	Client notes Supervision record Mini case studies 1 formal case study report
Pass/Fail Practice Educator Signature				

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Section 8: PPOT3

Learning Needs What do I need to learn?	Related P.C.'s by no.	Learning Resources and Strategies How can I best learn and integrate this? What resources are available to me?	Criteria for evaluation. How will we know when I have learned what I need to learn? How will the Practice Educator evaluate my abilities?	Supporting Evidence (location and type)
OR: To select and carry out key assessments used in this setting	1, 2, 3, 7, 11		Selected and carried out 3+ key assessments and documented to a competent standard 1. Interests checklist* 2. COPM* 3. Social Functioning Scale*	Client notes Supervision record
Pass/Fail Practice Educator Signature				
and: To plan, implement and evaluate interventions	1, 2, 3, 7, 11		Planned and implemented 3+ interventions to a competent standard 1. Road safety training* 2. Dance group* 3. Anxiety management sessions* Justified intervention plans to a competent standard in formal discussion	Client notes Supervision record
Pass/Fail Practice Educator Signature				
and: To develop skills in managing a caseload	1, 2, 3, 7, 11		Demonstrated skills in managing a case load of 3+ to a competent standard in relation to: 1. Communication skills 2. Organisational skills	Supervision record
Pass/Fail Practice Educator Signature				

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Learning Needs What do I need to learn?	Related P.C.'s by no.	Learning Resources and Strategies How can I best learn and integrate this? What resources are available to me?	Criteria for evaluation. How will we know when I have learned what I need to learn? How will the Practice Educator evaluate my abilities?	Supporting Evidence (location and type)
To evaluate evidence of the effectiveness of interventions appropriate to this setting	1, 5, 6, 8, 9		Prepared notes and discussed (formally) the strengths and weaknesses of 2+ interventions to a competent standard	Supervision record Student notes
Pass/Fail Practice Educator Signature				
To evaluate methods of service delivery and how these impact on occupational therapy	5, 6, 9		Prepared notes on and appraised (formally) the methods of service delivery and the impact on occupational therapy to a competent standard	Supervision record Student notes
Pass/Fail Practice Educator Signature				
To evaluate the interagency links appropriate to this setting	4		Prepared notes on and discussed (formally) the interagency links to a competent standard	Supervision record Student notes
Pass/Fail Practice Educator Signature				
To develop ability to work with change	3, 5, 7, 8, 10, 11		Prepared notes on and discussed (formally) to a competent standard 3+ occasions which illustrate ability to work with change: <ol style="list-style-type: none"> 1. In relation to clients 2. In relation to planning 3. In relation to other staff 	Supervision record Student notes Reflective log
Pass/Fail Practice Educator Signature				

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Learning Needs What do I need to learn?	Related P.C.'s by no.	Learning Resources and Strategies How can I best learn and integrate this? What resources are available to me?	Criteria for evaluation. How will we know when I have learned what I need to learn? How will the Practice Educator evaluate my abilities?	Supporting Evidence (location and type)
To identify the impact of key sociological, technological and legal issues	5		Prepared notes on and discussed (formally) the impact of 3+ key issues to a competent standard: <ol style="list-style-type: none"> 1. Innovations in Assistive Technology 2. Computerised client records 3. Single Assessment process 	Supervision record Student notes
Pass/Fail Practice Educator Signature				
To be able to work in a safe and professional manner, within policies and procedures	1, 2, 3, 7, 8		Demonstrated safe and effective professional practice to a competent standard	Supervision record
Pass/Fail Practice Educator Signature				
To be understand and appraise the role of management	2, 5		Described and appraised competently 3+ (specify?) aspects of management in formal discussion	Supervision record
Pass/Fail Practice Educator Signature				
To evaluate my practice, respond appropriately to feedback and identify personal development needs	1, 7, 10, 11		Competently reflected in formal discussion on areas of my practice and identified 3 appropriate personal development needs. Appropriately identified in formal supervision 2+ constructive criticisms of my practice and competent responses to them.	Reflective logs Supervision records Personal goal sheet
Pass/Fail Practice Educator Signature				

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Section 8: PPOT3

PPOT3 Tutorial Agenda		Date
Student:	Tutor:	
Practice Educator(S):		

Discussion with student

1. How is the student settling in?	
2. Do they receive a study half day and supervision at a regular time? Are they satisfied with these?	
3. Opportunities for further learning within this setting?	
4. Opportunities to undertake the whole occupational therapy process in the setting?	
5. Opportunity to manage own caseload?	
6. Can see theoretical links to practice from academic modules studied at levels 4 and 5?	
7. Opportunities to identify and discuss theory in use in this setting and how these structure practice?	
8. Has identified: <ul style="list-style-type: none"> • an application of management to bring back for discussion • an application of legislation • an aspect of professional competence 	

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Section 8: PPOT3

9. As a 'nearly qualified' occupational therapist, can identifying continuing development needs, transferable skills and what makes a competent practitioner?	
10. Able to identify gaps in knowledge from placement setting and use of resources? Is integrating previous knowledge and skills to a different setting?	
11. Demonstrating management skills of themselves, client, caseload, department/service, team	
12. Learning contract – using to identify own needs, relevant to placement, self-assessment, range of needs, resources and action? Able to use learning contract as a tool to facilitate learning of skills and knowledge from this setting?	
13. Progress on: <ul style="list-style-type: none"> • Significant learning experience • Personal Goals • Weekly learning logs • Interprofessional logs 	
14. Hours form being kept up to date?	

Other issues raised:

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Section 8: PPOT3

Discussion With Practice Educator

1. Follow up any student issues raised/PE concerns	
2. Learning contract - is PE satisfied with learning outcomes? Is the student on course to achieve all learning outcomes?	
3. Is student demonstrating knowledge and understanding appropriate to level 6? Are they taking the opportunity to take full responsibility for their practice?	
4. Does the student demonstrate ability to take initiative, self appraise & identify further development needs?	
5. Is the student making appropriate links between academic modules and practice?	
6. Is the student having sufficient opportunities to be a 'nearly qualified' practitioner on this placement, and are they taking those opportunities?	

Other issues raised:

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Section 8: PPOT3

Matters to be carried forward by UWE tutor:

1.	
2.	
3.	

General Comments Including Action Required/Taken:

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Section 9: Course Notes

Section 9: Course Notes

Occupational Therapy Practice Preparation Notes

Occupational Therapy Debrief Notes

Any Other Relevant Information

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Section 9: Course Notes

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Section 10: Supporting Evidence

Section 10: Supporting Evidence

Information Collected On Placements Demonstrating Progress Towards Meeting
Personal Goals And Placement Competencies

(Remember to maintain confidentiality at all times)

Useful Information Contributing To Your Continuing Professional Development
Portfolio

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Section 10: Supporting Evidence